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ANDHRA PRADESH

Legislative Council Debates

OFFICIAL REPORT

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THE
ANDHRA PRADESH LEGISLATIVE COUNCIL DEBATES
OFFICIAL REPORT

Eighteenth day of the Eighteenth Session of the Andhra Pradesh Legislative Council.

ANDHRA PRADESH LEGISLATIVE COUNCIL

Monday, the 22nd March, 1971.

The House met at Ten of the Clock.

(Mr. Chairman in the Chair)

ORAL ANSWERS TO QUESTIONS

POST OF CHAIRMAN OF ZILLA PARISHAD

61 -

* 165 Q.– Sarvasri P Rajagopal Naidu (Assembly) and K. Rosaiah (Assembly) :—Will the hon. Minister for Panchayati Raj be pleased to state :

(a) whether there is any proposal with the Government to abolish the post of Chairman of Zilla Parishad and to have Collector as the Convenor of Zilla Parishad ; and

(b) if so, when it will be implemented ?

The Minister for Panchayati Raj (Sri T. Ramaswamy) :—(a) No, Sir.

(b) Does not arise.

శ్రీ పి. రాజగోపాల నాయుడు :— గతంలో ఈ జిల్లాపరిషత్తు మెంబర్సుకు అయినట్లు డైరెక్టు ఓటింగ్ సిస్టమ్ ఎన్నికలు జరుపుతారా?

శ్రీ టి. రామస్వామి :— అలా ఉద్దేశం లేదు.

శ్రీ సి. రంగారెడ్డి (రాష్ట్ర గ్రాడ్యుయేట్స్) :— వెంగళరావు కమిటీ పంచాయితీ సమితులకు డైరెక్టు ఎన్నికలు వుండాలని యింకా కొన్ని సజెషన్స్ ఇచ్చారు. వాటి సంగతి ఏ దశలో వున్నది?

శ్రీ టి. రామస్వామి :— అది ప్రభుత్వం పరిశీలనలో వుంది. ఇంకా నిర్ణయం తీసుకోలేదు. వెంగళరావు కమిటీ జిల్లాపరిషత్తు పక్షంగా డైరెక్టు ఎన్నికలు పెట్టాలని చెప్పలేదు. పంచాయితీ సమితులకు డైరెక్టు ఎన్నికలు పెట్టాలని చెప్పింది.

శ్రీ డి. సూర్యప్రకాశరెడ్డి (రాయలసీమ-వెస్టు గ్రాడ్యుయేట్స్) :—పంచాయితీ ఎన్నికల తరువాత మేము ఇచ్చిన సూచనలు గమనించి దానికోసం ప్రత్యేకమైన దర్యాప్తు కాని, విచారణ గాని జరిపించి ఇప్పుడున్న పద్ధతిని రివైజ్ చేస్తామని జులైలో మంత్రిగారు చెప్పారు. అది ఎంతవరకు వచ్చింది?

శ్రీ టి. రామస్వామి :—ఆ ప్రాంతంలోనే ఇన్ఫార్మల్ కన్సల్టేటివ్ కమిటి మీటింగ్ జరిపాము. దానిలో డిస్కస్ చేశాముకాని ఫైనల్ కన్‌క్లూజన్‌కు రాలేదు. అది వచ్చిన తరువాత యాక్టు సవరించాలి.

Sri G. Nagabhushanam :—Is there any Committee appointed b the Government to go into the proposals made by Sri Vengal Rao for direct elections to the Zilla Parishad ?

శ్రీ టి రామస్వామి :—అదే ఒక కమిటి ఆ కమిటి ప్రపోజల్స్ మేము ఎగ్జామిన్ చేయాలి. ఇంకా టైమ్ పడుతుంది.

శ్రీ పి. రాజగోపాలనాయుడు :—కన్సల్టేటివ్ కమిటి ఎప్పుడు మీట్ అయింది?

శ్రీ టి. రామస్వామి :—బహుశా 3 నెలల క్రిందట మీట్ అయిందనుకొంటాను. డేట్ ఇప్పుడు చెప్పలేను.

శ్రీ ఎ. జోసెఫ్ (అసెంబ్లీ) :—మంత్రిగారు తమ స్టేట్‌మెంట్‌లో ఈ ఈ కులాలవారు ఇంతింతమంది అధ్యక్షులుగా వచ్చారని చెప్పారు. షెడ్యూల్డ్ కాస్ట్ వారు పంచాయితి సమితి అధ్యక్షులుగా వచ్చే విధానం పరిశీలిస్తారా?

శ్రీ టి. రామస్వామి :—అది elective post. వారి ఇష్టమైన వారిని ఎన్నుకొంటారు. షెడ్యూల్స్ ఏరియా అయితేమాత్రం వారినే ఎన్నుకోవాలని పెట్టాముకాని అన్నిట్లో సాధ్యంకాదని మనవిచేస్తున్నాను.

PANCHAYATS GETTING LESS THAN RUPEES FIVE HUNDRED

62—

* 166 Q. Sarvasri P. Rajagopal Naidu and K. Rosaiah :—Will the hon. Minister for Panchayati Raj be pleased to state :

(a) the number of Panchayats getting less than Rs. 500 per annum in Chittoor District ; and

(b) whether there is any proposal pending to merge the said Panchayats into the adjacent Panchayats, so as to make viable units?

Sri T. Ramaswamy :—(a) Seventeen (17).

(b) No, Sir.

WATER SUPPLY SCHEME IN CHITTOOR

63—

* 182 Q.—Sarvasri P. Pajagopal Naidu and K. Rosaiah :—Will the hon. Minister for Panchayati Raj be pleased to state :

(a) the number of Protected Water Supply schemes implemented in Chittoor District during 1960–70 ; and

(b) the number of the above schemes to be taken up during this year ?

Sri T. Ramaswamy :—(a) The three Protected Water Suppiy Schemes namely Renigunta, Rachaneri and Pakala were completed in 1967 under the normal budget, and two schemes namely Kuppam and Mahasamudram which were taken up in 1968 under drought relief programme were completed·

(b) 4 Protected Water Supply Schemes, namely Venkatagirikota Karvartinagar, Puttur and Palmaner approved by Government in 1969-70 are in progress. The following four schemes under the Rayalaseema Development Programme are also in Progress·

1· Tirumalarajukandrika.

2. Kothapeta of Nagari

3. Nagari (Sandy)

4· Piler.

శ్రీ పి. రాజగోపాలనాయుడు :—ప్రభుత్వం దగ్గర ఇంకా ఎన్ని స్కీములు పెండింగ్‌లో వున్నాయి?

శ్రీ టి. రామస్వామి :—యింకా రమారమి 13 స్కీములు వున్నాయి.

శ్రీ పి. రాజగోపాలనాయుడు :—ఒక్క చిత్తూరు జిల్లాలో 3 స్కీములు వున్నాయి. రాష్ట్రం మొత్తంమీద కొన్ని వందల స్కీములు పెండింగ్‌లో వున్నాయి వాటికి కావలసిన ద్రవ్యాన్ని కేంద్ర ప్రభుత్వం నుండి సేకరించడానికి ప్రయత్నిస్తారా?

శ్రీ టి. రామస్వామి :—L. I. C· వారు plan ఇస్తామన్నారు. ఉద్యోగు లను పంపాము. అది సంప్రదింపులలో వుంది. ఏదైనా వస్తే త్వరగా చేయడానికి అవకాశం వుంటుంది.

Sri D. Subrahmanyam (Circars-Central-Teachers):—Is there any plan to complete the Rural Water Supply to all the villages in the State and by what year it is hoped to complete ?

శ్రీ టి. రామస్వామి :—ఇది రెండు తరగతులుగా వున్నాయి. రూరల్ వాటర్ సప్లయి. బావులు చెరువులు త్రవ్వి మంచినీరు సప్లయి చేయటం. రెండవది ప్రొటెక్టెడ్ వాటర్ సప్లయి అంటే పైప్ వాటర్ సప్లయి అది వేరు, ఇది వేరు. ఇవి చాలా తక్కువగా వున్నాయి. 260 స్కీములలో 160 స్కీములు పూర్తి అయినాయి. వేరు వేరు స్టేజస్‌లో వున్నాయి రూరల్ వాటర్ సప్లయి స్కీము యింకో సంవత్సరం, రెండు సంవత్సరాల్లో పూర్తి చేయాలనుకుంటున్నాము.

OPENING OF JUNIOR COLLEGE AT VIJAYAWADA

64—

15 Q.—Sri A. Joseph :—Will the hon. Minister for Education be pleased to state :

(a) whether any representation has been received by the Government requesting to open a junior college in Vijayawada town : and

(b) if so, the action taken thereon ?

The Minister for Education (Sri P. V. Narasimha Rao) :—(a) No, Sir.

(b) Does not arise

Sir, I would like to add that in view of the Government's view that the Intermediate Class should be detached from S. R. R. and C. V. R. College, we might require some alternate arrangement for opening this class. In that connection, we may have to start atleast one Junior College in Vijayawada. That is being looked into.

శ్రీ ఎ. జోసెఫ్ :—విజయవాడ బిల్డింగ్ లేని పోలీసులు ఇండ్లు కట్టుకొని వున్నారు. వారిని వెకేట్ చేయించాలని అనేక సార్లు ఎహాజర్లు పంపించారు. ఛాంబర్ ఆఫ్ కామర్స్ వారు, హోల్‌సేల్ క్లాత్ మర్చంట్స్ వీరంతా తీర్మానాలు పాస్ చేసి ప్రభుత్వానికి పంపించారు. అవి తమకు చేరాయా? ఒక్కసారి ఫైనాన్స్ మినిష్టరు గారిని ఆ స్థలం వద్దకు తీసుకొని వెళ్ళి మేము 2 లక్షలు ఇస్తాము. ఆ స్థలం ఇప్పించండి అని కోరారు. అది మీ దృష్టికి వచ్చిందా?

శ్రీ పి. వి. నరసింహారావు :—నా దృష్టికి రాలేదు కాని పోలీసు వారిని పికేటు చేసి మనం ఆక్రమించుకోవటం సాధ్యపడుతుందని అనుకోవటం లేదు

శ్రీ వై. పి. కృష్ణరావు :—S.R.R కాలేజి లైబ్రరీ ఫండ్స్ వున్నట్లుగా తెలుస్తోంది. ఆ ఫండ్స్‌లో బిల్డింగ్ కట్టడానికి ప్రయత్నిస్తారా ?

శ్రీ పి. వి. నరసింహారావు :—అది నా దృష్ట్యా వచ్చింది. దానికి కావలసిన ఉత్తర్వులు జారీ అవుతున్నాయి. ఆ ఫండ్స్‌లో వారికి ఎకామడేషన్ ఇప్పించడానికి ఏర్పాట్లు జరుగుతున్నాయి. ఈ లోపల ఇంటర్మీడియట్ సెక్షన్ అక్కడ్నుంచి తేసి కేవలం డిగ్రీ క్లాస్ వుండేపరిస్థితి వుంటే ఇప్పుడుండే ఎకామడేషన్ చాలు. కొత్తగా కట్టే అవసరం లేదు. అదీ ఇదీ ఇంటర్ లింక్‌డ్ కాబట్టి ఇది పరిశీలిస్తున్నాము.

ABSORPTION OF TEACHERS IN JUNIOR COLLEGES

65—

* 51 Q.—Sri S.T.P.V. Kurmacharyulu (Circars North Teachers):—Will the hon Minister for Education be pleased to state :

(a) what are the principles evolved to absorb the teachers working under different managements in the junior colleges as Junior Lecturers both in Telangana and Andhra Regions ; and

(b) whether any rules have been issued regarding the service conditions about the recruitment of the Junior Lecturers ?

Sri P. V. Narasimha Rao :—(a) A statement is laid on the table of the House.

(b) No Sir. Draft Ad-hoc Rules are awaited from the Director of Public Instruction.

STATEMENT LAID ON THE TABLE OF THE HOUSE

VIDE ANSWER TO CLAUSE (A) OF L. C. Q 51 S. No. 65

The instructions governing the appointments to the posts of Junior Lecturers in Government Junior Colleges in the State are shown in Table (1) below.

Table (1)

Name of the post	Method of recruitment	Educational qualifications.
(1)	(2)	(3)
Junior Lecturers in Govt. Junior Colleges Rs.200-500	(1) Promotion from among 1st and 2nd class Post Graduates working as	A 1st or 2nd class Post Graduate Degree.
	(1) Post Graduate Assts. in the scale of Rs.180-350 (First priority)	

(1)	(2)	(8)
	(2) Promotion from among 3rd class Post Graduates with not less than 5 Yrs. of service working as P. G. Asst. in the scale of Rs. 180-350 (2nd priority)	3rd class P. G. degree.
	(3) Promotion from among 3rd class Post Graduates with less than 5 years of service working as P. G. Assts. in the scale of Rs. 180-350 (3rd priority)	3rd class P. G. degree.
	(4) Trained Graduates possessing P. G. Diploma in Physical Sciences working as P.G. Assts. in the scale of Rs. 180-350 handling XI and XII classes (last priority)	Post Graduate Diploma in Physical Science.
	(5) Direct recruitment and recruitment from P.G. Assts. of private and Municipal schools not converted into Junior Colleges.	A 1st or 2nd class P.G. Degree. In the case of P. G. Assts. the qualifications will be as under items 1 to 4 above.

Note: (1) While considering the claims of the officers for promotion to the posts of Junior Lecturers, the claims of those who previously worked as Post Graduate Assistants and were subsequently transferred on promotion to higher posts such as selection grade Assistants and Senior Deputy Inspectors Grade I and Headmasters ordinary High Schools of Zilla Parishad and selected Municipalities and the above categories of staff who have not worked previously as Post Graduate Assistants, as such, who are seniors to existing Post Graduate Assistants and who put for their holding their present posts would have been appointed as Post Graduate Assistants, shall also be considered on inter-se-seniority, as per their date of entrance into Post Graduate Assistants cadre.

(2) Trained graduates referred to against item (4) in column 2 of table (1) above shall be continued as Junior Lecturers in the present scale of pay only (i. e. Rs. 180-350). They will be entitled to the scale of pay of Rs. 200-500 on acquiring Post Graduate Degree 1st or 2nd class.

(3) The applications of post-graduates of Private and Municipal schools, not converted into Junior Colleges, for appointment as Junior Lecturers shall be considered against 50% of vacancies left out after absorbing all the qualified teachers in Government, Zilla Parishad, and selected Municipal Institutions and the rest will be thrown open for direct recruitment of freshers.

With reference to the local problems obtaining in Telangana area, separate orders have been issued for appointment to the posts of Junior Lecturers in Government Junior Colleges in Telangana area. These orders are shown in Table (2) below.

Table (2)

Name of the post	Method of recruitment	Educational qualifications.
(1)	(2)	(3)
Junior Lecturers in Govt. Junior Colleges in the scale of Rs.200-500	(1) Post Graduate Assistants in Zilla Parishad and Govt. schools who are in the scale of Rs. 180-350 and those in the scale of Rs.200-375.	As in Col. 3 in Table (1) above.
	(2) Post Graduate teachers in Government service in the scale of Rs. 130-250.	do
	(3) Qualified Post Graduate Assistants in the scale of pay of Rs. 180-350 or above working in private Higher Secondary/ M. P.	Qualifications as against items (1) to (4) in Table (1)

(1)	(2)	(3)
	Schools which are not converted into Junior Colleges, whether these schools are within the grant in-aid code or outside the grant-in-aid code.	
	(4) Direct recruitment for which Post Graduate teachers in Z.P./Private schools in the scale of Rs. 130-250 and Post Graduate teachers in Government schools in the scale of Rs. 80-150 are eligible along with freshers.	A 1st or 2nd class P. G. Degree in the subject.

Note: After exhausting Post Graduate Assistants referred to in item (1) under Column 2 in the table 2 above, if there are vacancies, 50% of the vacancies shall be reserved for the category referred to in item 2 under Column 2 in the table 2 above and the rest shall be thrown open to the categories (3) and 4 in Colum 2 of the above table in the ratio of 50 : 50.

శ్రీ ఎస్ టి పి వి కూర్మాచార్యులు — ఇంకెంత కాలం ఈ ఎడ్‌హాక్ రూల్స్‌ను సబ్‌మిట్ చేయటానికి డైరెక్టరు తీసికొంటారు? జూనియర్ కాలేజీలు ప్రారంభించి 2 సంవత్సరాలు అయినా ఇంకా రూల్సు తయారుకాలేదంటే అది ప్రభుత్వ అసమర్థత కాదా?

శ్రీ పి. వి. నరసింహారావు — దీనిలో చాలా చిక్కులు వున్నాయి తెలంగాణా ప్రాంతంలో ఒకవిధమైన పాట్రన్. ఆంధ్రలో ఇంకో పాట్రన్ వుంది. లా డిపార్టుమెంటువారు రెండూ వేరుగా కొనసాగటానికి వీలులేదని అంటున్నారు ఈ రెంటిని ఏకీకరణచేసే ఆలోచన సాగుతున్నది. ఎడ్‌హాక్ రూల్స్‌కు కొంత టైము పట్టినా వారికి వచ్చే నష్టంలేదు తొందరగా చేస్తే అక్కడ ఇక్కడ వేరు వేరు రూల్స్‌తో ఇబ్బంది వచ్చే పరిస్థితి వుంది వీలయినంతవరకు త్వరగానే చేస్తారు. చాలా విషయాలు ఆలోచించవలసినవి వున్నాయి

శ్రీ ఎస్. టి వి కూర్మాచార్యులు — టేబుల్ పైన పెట్టిన కాగితాల్లో తెలంగాణాకు వేరు, ఆంధ్రకు వేరు రిక్రూట్‌మెంటు పద్ధతి పెట్టారు ఏ కారణము తోడుగా [illegible] పెట్టారు? ప్రైవేట్ అయితే 130-250 స్కేలు పెట్టారు

తెలంగాణాలో 130-250 వారికి కూడా ఇచ్చారు ఎలా డిస్క్రిమినేషన్ ఎందుకు వచ్చింది?

శ్రీ పి. వి. నరసింహారావు — డిస్క్రిమినేషన్ లేదండి ... బట్టి చేయటం జరిగింది డిస్క్రిమినేషన్ అవుతుందేమో ... అక్కడి ... బట్టి మొట్టమొదట అట్లా చేశారు ... దొరికారు. ఇక్కడ గ్రేడు వారు దొరకలేదు ... జరిగింది. అక్కడ నియర్ ... అక్కడ ... పెట్టాము ఈ ... ని గుర్తించాము దానికి ... అన్నాను.

శ్రీ ... గిరిధర్ రావు ... — Name of the post క్రింద Junior College Lecturer in Government college 200-500 అన్నారు. జూనియర్ కాలేజీలు ప్రారంభించిన ... B E D Scale లో వున్నవారికి grade B E D Teachers కు 200 starting ... 1 st. 2 nd class Post graduates కు కాలేజీల్లో 300 scale ఇస్తారా? ... high schools లో continue అయితే ... teachers ఎక్కువ draw చేస్తారు. ... విషయంలో ఏమి నిర్ణయం తీసుకొన్నారు?

శ్రీ ... నరసింహారావు: — ఇంకా నిర్ణయం తీసుకోలేదు ... గురించాలి

శ్రీ జె ముత్యాలరెడ్డి (...) :— ఎడ్ ... రూల్స్ ఫ్రేమ్ చేయటం చాలా ఆలస్యం జరుగుతున్నది ఇప్పటికే రెండు సంవత్సరాలు అయింది వారి leave sanction చేయటంలో increments చేయుటలో నిత్య వ్యవహారాలలో చాలా ఇబ్బందులు వస్తున్నాయి ... వాటిగురించి నిర్దిష్టమైన instructions ఇస్తారా?

Sri P V. Narasimha Rao:— We will give instructions to see that these daily difficulties do not arise

శ్రీ ఎస్ రామకృష్ణయ్య (రాయలసీమ - ఈస్ట్ - టీచర్) — అధ్యక్షా, ఎడ ... రూల్ ఫైనలైజ్ అయేంతలో ... ప్రస్తుతము హైస్కూల్స్, మున్సిపాలిటీస్, పంచాయితీ సమితీస్, ఎయిడెడ్ మేనేజిమెంటు ... పోస్ట్ గ్రాడ్యుయేట్స్ ... గ్రాడ్యుయేట్ స్కేల్ పుచ్చుకొనేవారు ఎవరైనా వుంటే వారిని జూనియర్ కాలేజి లో లక్చరర్ చేసుకునే నియమకంలో ... డైరెక్టర్ ఆఫీసునుండి వ్రాయటం జరిగిందా? వ్రాస్తే దానిమీద ప్రభుత్వము ఏమి చర్యలు తీసుకున్నది?

శ్రీ పి. వి. నరసింహారావు — ఆ ఇన్ఫర్మేషన్ నా దగ్గర లేదు-స్పెసిఫిక్ గా వారు అడిగినట్లయితే ... అంతవరకు చెప్పేది ... మేనేజిమెంట్ లో వున్నా వారిని లక్చరర్ చేయడానికి అవకాశము ఉండని నా ఉద్దేశము

శ్రీ ఎస్ రామకృష్ణయ్య — పోస్ట్ గ్రాడ్యుయేట్స్ ... ఇన్ ది గ్రేడ్ ఆఫ్ 150-300...

శ్రీ పి వి. నరసింహారావు:—ఇక్కడ సీనియారిటి డిఫికల్టీ వస్తుంది సీనియారిటినిబట్టి ఎవరికైనా అర్హత వుంటే యిబ్బంది ఏమి వుండదు మనకు అవసరమున్నంత మంది లేరు గనుక వారు చెప్పినటువంటి క్యాటగరి వరకు అది రాకపోవచ్చు Any how, I think that it is possible to take qualified persons.

శ్రీ . కోటేశ్వరరావు (ప్రెస్లా-టీచర్స్):—పోస్ట్ గ్రాడ్యుయేట్ డిగ్రీ కలిగి అనేక సంవత్సరాలనుండి హైస్కూల్స్‌లో, హయ్యర్ సెకండరీస్‌లో పని చేస్తున్నవారు 130-250 స్కేల్‌లో వున్నారు వారిని తీసుకోకుండా ఫ్రెషర్స్‌ను తీసుకోవడం జరుగుతున్నది అలా గాకుండా సర్వీస్‌లో వున్న వారిని తీసుకుంటారా? జిల్లా పరిషత్తులలో ఫిజికల్ డైరెక్టర్స్‌కు 180-350 స్కేల్ యివ్వడము లేదు, అందుకని 130-250 స్కేల్ వున్నవారిని ఫిజికల్ డైరెక్టర్స్‌గా ఎపాయింట్ చేస్తారా?

శ్రీ పి వి. నరసింహారావు:—ఫ్రెషర్స్‌ను తీసుకోడానికి, యిదివరకుసర్వీస్‌లో వున్నవారిని తీసుకోడానికి పర్సెంటేజ్ ఫిక్స్ చేయాలనే ఉద్దేశము వుంది ఇక్కడ ఒక గ్రేడ్‌లో వారిని అబ్జార్బ్ చేయడము జరిగింది కొన్ని సబ్జక్ట్స్‌లో ఎక్కువమంది వచ్చారు కొన్నివాటిలో రాకపోతే క్రింది గ్రేడ్‌కు వెళ్ళడము జరిగింది. ఆ దృష్టి యిందులో ప్రాగ్మేటిక్‌గా పోతున్నాము. కాని ఖచ్చితంగా ఒక రూల్ పెడితే అది యిక్కడ సరిగా అమలు జరగకపోవచ్చు అక్కడ యింకోక రూల్ అను సరించ పోవచ్చు అప్పుడున్నటువంటి పరిస్థితుల్లో రూల్సు చేశాము వాటిని రివైజ్ చేసే సందర్భములో వారు చెప్పిన విషయాలన్నిటిని గమనించవలసి వుంటుంది.

శ్రీ కె కోటేశ్వరరావు:—వారికి ఎలిజిబిలిటి వున్నప్పటికికూడా ఆ స్కేల్ యివ్వకుండా జిల్లా పరిషత్తులు డినై చేశాయి.

శ్రీ పి వి నరసింహారావు:—జూనియర్ కాలేజెస్‌కు సంబంధము లేదు జిల్లాపరిషత్తులవారు ఆ స్కేల్ యివ్వలేదని వేరే అడగండి, చెబుతాను It is concerned with the absorption of Junior Lecturers.

శ్రీ డి సూర్యప్రకాశరెడ్డి:—గిద్దలూరు, పెనుగొండ జూనియర్ కాలేజీలలో మంచి క్లాస్‌తో ఎం ఎ పబ్లిక్ అడ్మినిస్ట్రేషన్ పాసు అయి అయిదారు సంవత్సరాల నుండి పనిచేస్తున్నారు వారిని ఎట్లా అబ్జార్బ్ చేయబోతున్నారు? రెండవది, డిగ్రీ కాలేజీలలో చెప్పడము, సంస్కృతము విద్యాబోధన తగ్గిపోతున్నది. డిపార్టుమెంటు ఎప్రాక్టికల్‌గా చెన్ అయిపోతున్నది, వారికి జూనియర్ కాలేజీలలో గాని యితర ఉద్యోగాలు చూపించడానికి ఏమైనా ప్రయత్నాలు సాగుతున్నాయా?

శ్రీ పి వి. నరసింహారావు:—వారు మొదట చెప్పింది ఇండివిడ్యువల్ క్వశ్చన్ నేనేమి దాని సమాధానము చెప్పలేనుగాని సంస్కృతములో పిల్లలు లేకపోతున్నారు వారిని తగ్గించమనే పరిస్థితి యింతవరకు కన్పించడము లేదు. ఏమైనా అటువంటిది ఉద్భవిస్తే అప్పుడు ఆలోచిస్తాము. ఉద్భవించకుండునే నేను ఆనుకుంటాను.

శ్రీ డి సూర్యప్రకాశ రెడ్డి :—ఇది ఇ [illegible] అని గాదు. పబ్లిక్ అడ్మినిస్ట్రేషన్ . . .

Sri P.V. Narasimha Rao :—I canot answer that question now.

శ్రీ పి ఘంగరాజు (రాయలసీమ-వెస్ట్-గా [illegible]) :—మామూలుగా జూనియర్ కాలేజీలలో ఎపాయింట్ [illegible] కొన్ని [illegible] క్రమమంది వున్నారు కొన్ని [illegible] వున్నారు. రేషియో ప్రకారము [illegible] చెప్పారు తెలుగు, హిందీ, పీటక [illegible] సెకండరీ స్కూల్స్‌లో పనిచేసేవారు చాలామంది [illegible] రాయలసీమ జిల్లాలలో చూస్తే, [illegible] అనేక పోస్ట్స్ యింతవరకు భర్తీ కాలేదు. [illegible] సర్వీసులో వున్నవారిని, ప్రెషర్స్‌ను తీసుకుంటున్నారా? [illegible] బద్ధంగా చేశారా? క్వాలిఫైడ్ పీపుల్ ఆంధ్ర ప్రాంతములో వున్నప్పటికీ ఎందుకు పోస్టు చేయడములేదు.

శ్రీ పి వి నరసింహారావు — తెలుగును హిందీ [illegible] పిటిషన్స్‌కు సంబంధించిన యిబ్బంది ఏదో వచ్చింది [illegible] వారు హైకోర్టుకు వెళ్ళడము జరిగింది ఆ కాంప్లికేషన్స్ వల్ల [illegible] అయింది కాని జనరల్‌గా అన్ని సబ్జెక్ట్స్‌లో కూడా [illegible] చేయడము [illegible]. తెలుగు, హిందీని గురించి there is some legal complication. I do not know the latest position.

శ్రీ డి. సుబ్రహ్మణ్యం :—[illegible] కొన్ని [illegible] యింకా [illegible] వున్నాయి, [illegible] ట్రాన్స్‌ఫర్ చేయడము జరిగింది హైస్కూల్స్‌లో [illegible] ఫస్ట్ అండ్ [illegible] క్లాస్‌లో పాస్ అయినవారు [illegible] వున్నారు. వారికి, ప్రెషర్స్‌కు ఏదైనా ఒక కోటా [illegible] సాధ్యమైనంత త్వరలో యీ వేకెన్సీస్‌ను ఫిల అప్ చేయడానికి ప్రయత్నము చేస్తారా?

శ్రీ పి వి. నరసింహారావు :—చేస్తున్నాము.

Mr. Chairman :—When are you having the conference Mr. Narasimha Rao?

Sri P. V. Narasimha Rao ;—I am just thinking that if it would be convenient to the Members, we will have it on 23rd and 24th, if we have the time also. If not in the next Session......

శ్రీ ఎస్. టి. పి. వి. కూర్మాచార్యులు :—నెక్స్ట్ సెషన్స్ లేదండి.

Mr. Chairman :—You can clear all your doubts in the Conference.

Sri P. V. Narasimha Rao :—As the Chairman observed all the doubts could be cleared and we can have a thorough discussion in the Conference.

శ్రీ ప. భుజంగరావు :—జూనియర్ కాలేజెస్ కు సంబంధించి చాలావరకు గొడవలున్నాయి దాని గురించి షార్టు డిస్కషన్ క్రింద మేము నోటీసు యిచ్చాము. దానిని ఎలా చేయాలని కోరుతున్నాను.

Mr. Chairman ;—I will look into it.

శ్రీ ఎస్. టి. పి. వి కూర్మాచార్యులు :—ఒక సప్లిమెంటరీ ఎలా చేస్తే....

మిస్టర్ చైర్మన్ :—ఆచారి, మీకు అన్నీ తెలుసు....

శ్రీ పి. వి. నరసింహారావు :—మీరు సర్వజ్ఞులు.

PAY SCALES OF TEACHERS

66—

* 138 Q.—Sarvasri S Ramakrishnaiah and P. Rajgopal Naidu :- Will the hon. Minister for Education be pleased to state:

(a) whether the pay scales of teachers of the Satyaveedu Panchayat Samithi, Chittoor Dist. have been fixed ; and

(b) if not, the reasons thereof?

Sri P. V. Narasimha Rao :—(a) and (b) Orders have since been issued in G. O. Ms. No. 2092, Edn, dated 4-12-70, complying with the request of the teachers.

శ్రీ ఎస్. రామకృష్ణయ్య :—జి. ఓ. ఇష్యూ చేశారనుకోండి, అది ఇంప్లిమెంటు అయినట్టుగా ప్రభుత్వానికేమైనా ఇన్ఫర్మేషను వచ్చిందా ?

శ్రీ పి వి నరసింహారావు :—స్పెసిఫిక్ ఇన్ఫర్మేషన్ రాలేదు. కాని, the G. Os. are intended for implementation.

శ్రీ ఎస్. రామకృష్ణయ్య :—ఈ జి. ఓ ఇష్యూ చేయడములో చాలా [illegible] [illegible] అందువల్ల, సత్యవీడు తాలూకాలో వుండే టీచర్స్ అంతా మిగతా సమితులకు డిస్ట్రిబ్యూట్ కావడము జరిగింది మీరు ఆ జి. ఓ. ను సత్యవీడుకు పంపించారు అందుచేత మిగతా సమితులలో వుండేవారికి, మాకు యీ ఆర్డర్స్ రాలేదు గనుక మేము ఇంప్లిమెంటు చేయడానికి అవకాశము లేదని అంటున్నారు. దీనిని అన్ని సమితులకు ఎక్స్టెండు చేస్తారా ?

Sri P. V. Narasimha Rao :—We will send these copies to all the Samithies.

శ్రీ పి రాజగోపాలనాయుడు :—ఈ జి. ఓ లో వారు కోరిన కోరికలు లన్నీ అంగీకరించారా ?

శ్రీ పి. వి. నరసింహారావు :—అంగీకరించింది వుంది జి ఓ. లో ఇంత కన్నా అదనంగా ఏమైనా కోరారేమో నాకు తెలియదు Because, I have visited Satyavedu in this connection and I think their demand is met.

శ్రీ ఎస్. రామకృష్ణయ్య :—పటాస్కర్ ఎవార్డుకు సంబంధించినంతవరకు మదరాసు ప్రభుత్వానికి మన ప్రభుత్వానికి కొంత యింకా ఎడ్జెస్టుమెంటు కుదర వలసి వుంది. వారి ప్రావిడెంటు ఫండు ఎకౌంటును యిక్కడికి ట్రాన్స్ ఫర్

చేయడము, యివన్నీ వున్నాయి, అక్కడి ఎపరిస్థితులకు ఒక ఆఫీసర్‌ను డిప్యూట్ చేసి ఆ సమస్యను పరిష్కరిస్తారా ?

శ్రీ పి. వి. నరసింహారావు :—అట పరిశీలిస్తున్నాము అవసరముంటే తప్పకుండా డిప్యూట్ చేస్తాము.

FERTILISER SCANDAL

67—

* 40 Q.—Sri Y. V. Krishna Rao :— Will the hon. Minister for Agriculture be pleased to state:

(a) the number of persons arrested by the C. I. D. in connection with the fertilisers scandal in the State ; and

(b) whether any prosecutions were launched against the culprits?

The Minister for Agriculture (Sri Kakani Venkataratnam) :— (a) Eight, Sir.

(b) Yes, Sir. in some cases. In other cases investigation has been completed.

శ్రీ కాకాని వెంకటరత్నము :—(ఎ) ఎనిమిది మంది అరెస్టు చేయబడ్డారు

(బి) కొన్ని కేసుల్లో అభియోగము చే య బ డి ం ది. మరి కొన్ని కేసులలో దర్యాప్తు పూర్తి అయింది.

శ్రీ వై. వి. కృష్ణారావు :—మొత్తము ఎంత మందిని గురించి దర్యాప్తు చేశారు ? ఎనిమిదిని అరెస్టు చేశారని చెప్పారు ఎంత మంది మీద అభియోగాలు కోర్టులలో పెట్టారా లేదా ?

శ్రీ కాకాని వెంకటరత్నము :—ఇది ఒక కేసు కాదు, మూడు కేసులు. కొన్ని కేసులలో అరుగురిని చేశారు. ఒక దానిలో ఒకరిని చేశారు. కే సు లు వేర్వేరుగా వున్నాయి

శ్రీ వై. వి. కృష్ణారావు :—నేను అడిగేది, సి. ఐ. డి. వారు ఎ ం త మందిని గురించి దర్యాప్తు ఎంతమందిని అరెస్టు చేశారు ? అరెస్టు చేసినవారిలో ఎంత మంది మీద కేసులు పెట్టబడినాయి? ఏ దశలో వున్నాయి అని అడుగు తున్నాను.

శ్రీ కాకాని వెంకటరత్నము :—ఎంత మంది అనేది కాదు, ఏ కేసులో ఎట్లా చేశారనేది సభ్యులు అడిగితే దానికి సమాధానము చెబుతాను

శ్రీ వి. రామారావు (హైదరాబాదు—గ్రాడ్యుయేట్సు) :—ఎందుకు అడగాలి ? ఎంత మంది మీద సి. ఐ. ఎ. ఎంక్వయిరి జరిపింది ?

శ్రీ కాకాని వెంకటరత్నము :—కేసు ఎవరిమీద అయితే వుందో వారి మీద పెట్టాము.

శ్రీ వి. రామారావు :—ఈ కేసులో ఎంత మంది మీద సి. ఐ. డి. వారు దర్యాప్తు జరిపించారు ? జరిపిన తరువాత వారి మీద కేసులు పెట్టారా ?

శ్రీ కాకాని వెంకటరత్నము :—కొన్ని కేసులో ఆరుగురి మీద జరిపించాము మెదక్ కేసులో...

శ్రీ పి. రామారావు :—ప్రశ్న ఏమిటంటే, ఈ ఫర్టిలైజర్స్ స్కాండల్‌లో సి.ఐ.డి. ఎన్‌క్వయిరీ మొత్తము ఎంతమంది మీద జరిగింది. మొత్తము నంబరులో ఎంతమంది మీద కేసులు పెట్టబడినాయి ?

శ్రీ కాకాని వెంకటరత్నం :—దర్యాప్తు జరిగిన అందరిమీద కూడ కేసులు పెట్టబడినాయి

శ్రీ వై. వి. కృష్ణారావు :—దర్యాప్తు జరిగినవన్నీ కేసులు పెడతారని అనుకొనేవారు మా సైడు ఎవరు లేరు. నేను అడుగుతున్నది, దర్యాప్తు ఎంత మంది మీద జరిగింది అసలు ? ఆ తరువాత ఎంత మంది మీద కేసులు పెట్టబడినాయి ? ఎంత మందిని అరెస్టు చేశారు ? పెట్టబడిన కేసులు ఏయే దశలో ఉన్నాయి ?

శ్రీ కాకాని వెంకటరత్నం :—కేసులు ఉన్నవారందరిని దర్యాప్తుచేసి వారిని అరెస్టుచేశారు వారి మీదే కేసులు పెట్టారు. కేసువారిగా చెప్పమంటే చెప్పుతాను.

మిస్టర్ ఛెయిర్మెన్ :—చెప్పండి.

శ్రీ కాకాని వెంకటరత్నం :—మహబూబ్‌నగర్‌లో ఆరుగురి మీద కేసు పెట్టబడింది వారినే దర్యాప్తు చేశారు. మెదక్ జిల్లాలో ఆరుగురి మీద కేసు పెట్టబడింది ఆరుగురిని అరెస్టు చేశారు. ఆరుగురి మీద కూడ కేసు దాఖలు చేయబడింది అట్లాగే, కడపలో దర్యాప్తు ఏమో పూర్తి అయింది. దానిలో ఇద్దరిమీద కేసు పెట్టబడింది ప్రొద్దుటూరులో ఒకరి మీద కేసు పెట్టబడింది.

శ్రీ పి. రాజగోపాలనాయుడు :—అందరిమీద దర్యాప్తు పూర్తి అయింది సరే, ఎంతమంది మీద కేసు పెట్టారు, అది మీరు చెప్పడంలేదు.

శ్రీ కాకాని వెంకటరత్నం :—ఎవరినైతే దర్యాప్తు చేశారో వారందరి మీద కేసు పెట్టబడింది. ఒక కేసులో ఆరుగురు ఉన్నారు. ఒక కేసులో ఒకరే ఉన్నారు మూడు కేసులు, ఇప్పుడు జరుగుతున్నటువంటి కేసులు ఇవి. రాష్ట్ర పోలీసు శాఖవారు పెట్టినటువంటి కేసులు ఇవి. సి.ఐ.బి. వారిది మాత్రము ఇప్పుడు లేదు

శ్రీ వై. వి. కృష్ణారావు :—విజయవాడలో దర్యాప్తు ఏమీ జరుగలేదా ? జరిగిఉంటే, ఆ దర్యాప్తులో ఏమి తేలింది ? ఈ ఎలిగేషన్సు మోపబడినటువంటి వారిలో ఎవరినైనా అరెస్టు చేయవలసిన పరిస్థితి ఏర్పడిందా లేదా ?

శ్రీ కాకాని వెంకటరత్నం :—విజయవాడలో కేసు పెట్టబడలేదు. విజయవాడ కేసు లేదు కడప కేసు ఉన్నది. అది విజయవాడలో నివసించే టటువంటివారి మీద పెట్టబడింది

శ్రీ జి. శివయ్య (అసెంబ్లీ) :—అధ్యక్షా, ఒది స్కాండల్ అంటున్నారు. ఇది జరిగినటువంటిది, ఇందులో [illegible] లో ప్రారంభించబడింది తరువాత మన ఎస్టిమేట్సు కమిటీలో, ఎరువుల [illegible] కేసు అనా లేపోతే ఓ.ఎం.ఎస్. లోన్సు క్రింద వచ్చినటువంటి కేసు అనా [illegible] తరువాత వారు ఈ ఎన్క్వయిరీ [illegible] పెట్టారా [illegible]. వారి పేర్లు ఏమో తెలవివ్వాలని కోరుతున్నాను

శ్రీ కాకాని వెంకటరత్నం :—ఇవి ఐ ఎ ఎస్ కేసులు మాత్రం కావు. మెదక్ జిల్లాలో ట్రాన్స్‌పోర్టు కంట్రాక్టర్, ఎం. ఎం పి, కనిగొడియా—మెదక్ డి సి ఎ ఎస్ తాలూకా కాని [illegible] రూపాయలు విలువగల ఎరువులు తీసుకు రాలేదనే కారణంచేత సి ఐ డి వారు ఎన్క్వయిరీచేసి వారి మీద కేసు పెట్టారు పెట్టినవారిలో ఈ పేర్లగారు ఒకరు, ఎం ఎస్. కానోడిగారు ఒకరు, ట్రాన్సుపోర్టు కంట్రాక్టరు మల్లా రెడ్డిగారు, డి. రాధాకృష్ణమూర్తిగారు, డిప్యూటీ రిజిస్ట్రారు డి. సి. ఎమ్. మెదక్. రెండవది, ఎన్ నరసింహ రెడ్డి, అతని మీద కేసు పెట్టారు. ఇందులో ఇద్దరు కంట్రాక్టర్సు, ఇద్దరు ఉద్యోగస్తులు తరువాత మహబూబ్ నగర్‌లో ట్రాన్సుపోర్టు కంట్రాక్టరు కె రాఘునాథరావు, రఘునాథరావు అండ్ కో, విజయవాడ. మహబూబ్‌నగర్ డి సి ఎం ఎస్ వారి మీద కేసు పెట్టారు. రు. 6 37, 432 లు విలువగల ఎరువులు సప్లయి చేయలేదని, బొంబాయి నుంచి తీసుకొనివచ్చినటువంటివి సప్లయి చేయలేదనే కారణముచేత కేసులు పెట్టారు. ఇందులో బుచ్చిరెడ్డి, యు డి సి మీద కూడ కేసు పెట్టారు ఎ దామోదర రెడ్డి, కోఆపరేటివ్ సబ్ రిజిస్ట్రార్, స్పెషల్ ఆఫీసర్, డి సి. ఎం, మహబూబ్ నగర్, 3. ఎ. బుచ్చిరెడ్డి, యు డి సి, డి సి ఎం ఎస్ మహబూబ్‌నగర్. 3. ఎన్ నారాయణ, డిప్యూటీ రిజిస్ట్రార్, స్పెషల్ ఆఫీసర్ డి సి. ఎం ఎస్. మహబూబ్‌నగర్. 4 వై థామస్, అసిస్ సూపరింటెండెంట్, ఫర్టిలైజర్సు సెక్షన్, మహబూబ్‌నగర్ 5 రాధాకృష్ణరావు. మేనేజర్ పార్ట్నర్, కె రఘు నాథరావు అండ్ కో, విజయవాడ. 6 కె రఘునాథరావు, పార్ట్నర్ రఘునాథ రావు అండ్ కో, విజయవాడ. వీరు మహబూబ్‌నగర్ కు సంబంధించి ఎరువులు తీసుకురాలేదనే కారణముచేత, అవి డి సి ఎం కు సప్లయిచేయలేదని, అక్కడ నుంచి తీసుకువచ్చారని కేసు వాళ్ళ మీద పెట్టారు. తరువాత, కడప జిల్లాలో కోఆపరేటివ్ మార్కెటింగ్ సొసైటీకి సంబంధించి, విశాఖపట్నం రేవునుంచి రవాణా చేయడంలో ఆ ఎరువులను తీసుకువచ్చి మార్కెటింగ్ సొసైటీకి అప్పచెప్పలేదనే కారణము చేత యు కృష్ణాజీరావు గారిని కడప-అరెస్టు చేశారు ప్రొద్దుటూరు కేసు—మద్రాసునుంచి ఆ పోర్టులో నుంచి తీసుకువచ్చి బి. వెంకటరెడ్డి, ట్రాన్సు పోర్టు కంట్రాక్టరుగా ఉండి ఆయన అప్పచెప్పలేదని, ఆయనమీద కేసు పెట్టారు. ఇవి కేసులు.

శ్రీ వై. వి కృష్ణారావు : - కడపది ఎంత విలువగల సరుకండి ?

శ్రీ కాకాని వెంకటరత్నం ;— రు. 5, 36, 000.

శ్రీ ఎ. చెంగల్ రెడ్డి (కడప లోకల్ అథారిటీస్) :— ఇక్కడ రెండు పారలల్ ఇన్వెస్టిగేషన్సు ఉన్నాయి. స్టేట్ సి. ఐ. డి. తరువాత సెంట్రల్‌ది సి. ఐ. బి వీరివురు జరిపారు. అందువల్ల ఇప్పుడు ఈ కేసెస్‌లో అభియోగము పెట్టింది స్టేట్ సి. ఐ. డీ నా లేకపోతే సి. ఐ. బీ వారు పెట్టిందా ? ఒక వేళ సి. ఐ. బి. అయితే వారు ఎంతవరకు ఇన్వెస్టిగేట్ చేశారు, నిలుపుదలకు కారణాలు ఏమిటి ? విచారణ యొక్క ఫలితము ఏమి ?

శ్రీ కాకాని వెంకటరత్నం :— ఈ కేసులో ఇప్పుడు రెండు భాగాలు ఉన్నాయి. సెంట్రల్ సి. ఐ. బి. వారు చేసినటువంటిది దీనికి సంబంధించి ఇప్పుడేమో రాలేదు. ఇది స్టేట్ సి. ఐ. బి. వారు చేసినటువంటి ఎన్‌క్వయిరీ కేసులు ఇవి. సెంట్రల్ గవర్నమెంటుకు సంబంధించి అవి వేరుగా ఉన్నది.

మిస్టర్ చైర్మన్ :— అది వేరుగా ఉన్నది సరే, అది మీకు ఎంతవరకు తెలుసునని.

శ్రీ కాకాని వెంకటరత్నం : — ఆ విషయం ఏమీ లేదు అది ప్రత్యేకంగా సి. ఐ బి. వారికి, సెంట్రల్ గవర్నమెంటుకు సంబంధించినటువంటి ఈ ట్రాన్సుపోర్టు వ్యవహారానికి సంబంధించిన వ్యవహారాలు అవి వేరు. ఇది రాష్ట్రానికి సంబంధించిన వ్యవహారము. దీనిలో వీరు ఎన్‌క్వయిరీ చేశారు, కేసులు పెడుతున్నారు. కొన్ని కేసులు పెట్టారు. ఇంకా వీటికి సంబంధించిన మెటీరియల్ రాలేదని కొంత ఆలస్యం జరుగుతున్నది.

శ్రీ కె.రోశయ్య :—ఈ అభియోగాలకు సంబంధించి మరి ఈ ఎనిమిదిమందిని ప్రాసిక్యూట్ చేయడంలో రాష్ట్ర స్థాయిలో ఇవి అయిపోయినట్లేనా లేక ఇంకా కొనసాగుతుందా ? రెండవది, ఇప్పుడు రాష్ట్ర ప్రభుత్వము, కడప కానివ్వండి, మహబూబ్‌నగర్ కానివ్వండి, అక్కడికి చేరవలసిన సరుకు చేరలేదని కేసులు పెట్టారు. దానిలో సరుకు చేరుకుంటే కూడ వాళ్లు ట్రాన్సుపోర్టు బిల్సు క్లెయిమ్ చేయడం జరిగింది. కనుక గవర్నమెంటు ఆఫ్ ఇండియా ఈ ఎనిమిది మంది మీద మీరు పెట్టినటువంటి పాటికమైన కేసులలో కూడ దర్యాప్తు చేస్తున్నారా ? లేకపోతె మేమే ఎక్స్‌క్లూజివ్‌గా మేము డీల్‌చేస్తున్నాము కాబట్టి మీరు డీల్ చేయ నక్కరలేదని గవర్నమెంటు ఆఫ్ ఇండియా సి. ఐ. బి. వారికి చెప్పడం జరిగిందా ?

శ్రీ కాకాని వెంకటరత్నం :— దీనిలో రాష్ట్ర గవర్నమెంటు సి. ఐ. డి. వారు, సెంట్రల్ గవర్నమెంటు సి. ఐ. బి. వారు వారికి సంబంధించినటువంటి కేసులు, ఆ ట్రాన్సాక్షన్స్‌కు సంబంధించి కేసులు వారు చేసుకొంటున్నారు. ఇవేమో అక్కడ పోర్టులోనుంచి ఇక్కడికి తీసుకునచ్చి డి. సి. ఎం ఎస్. కు అందించకుండా ఉన్నటువంటివాటికి సంబంధించిన కేసులు. తరువాత ఎరువులలో కల్తీ కలిపినటువంటి కేసులు వీటికి సంబంధించినది ప్రావిన్షియల్ గవర్నమెంటు చేస్తుంది.

శ్రీ కె. రోశయ్య :—ఈ 8 కేసులలో—మహబూబ్‌నగర్, కడప సొసైటీ తరఫున యీ ట్రాన్స్‌పోర్టర్ ఎరువులను తీసుకోవటం జరిగింది. కాని ఇక్కడకు

చేర్చలేదు. స్టేటు గవర్నమెంటు సరుకు చేరనందుకుగాను మన సి.ఐ.డి. తరఫున కేసు పెట్టించటం జరిగింది. సరకు చేరకపోవటమేకాకుండా యీ ట్రాన్స్‌పోర్టు వారు కూడ క్లెయిమ్ చేయడం జరిగింది. కనుక దీటిమీద నైగాల్ సీరియస్‌గా సి.బి.ఐ. వారు కూడ ఎంక్వయిరీ చేస్తున్నారా ?

శ్రీ కాకాని వెంకటరత్నం :—దీనికి సంబంధించి రాష్ట్ర గవర్నమెంటు ఏమీ చేయటం లేదు. కొన్ని సెంట్రల్ గవర్నమెంటు సి.బి.ఐ. వారు చేస్తున్నారు. వారి రిపోర్టు రాలేదు. ఎరువుల కల్తీకి సంబంధించి, ఎరువులు తీసుకువచ్చి అప్పగించకుండా మోసం చేసినటువంటి యీ కేసులకు సంబంధించి ఇవి ఉన్నవి.

శ్రీ జె. యజ్ఞనారాయణ (సర్వార్స్ గ్రాడ్యుయేట్స్) :— ఈ ఎంక్వయిరీలో గవర్నమెంటు లెవెల్‌లో మినిస్టీరియల్ లెవెల్‌లో మిస్‌యూజ్ జరిగినట్లు ఏమైనా తెలిసిందా ? తెలిస్తే దానిని గురించి ఏం యాక్షన్ తీసుకోబోతున్నారు ? అధికార దుర్వినియోగం మంత్రి దగ్గరనుంచి జరిగిందా ? జరిగితే వారిపైన ఎట్లాంటి చర్య తీసుకోబోతున్నారు ?

శ్రీ కాకాని వెంకటరత్నం :—ఇది మంత్రికి సంబంధించిన వ్యవహారం కాదు. ఎవరైతే యీ కేసులలో నేరారోపణ చేయబడ్డారో వారిపైననే ఉన్నటువంటి కేసులు ఇవి.

శ్రీ వి. రామారావు :—పబ్లిక్ ఎకౌంట్స్ కమిటీ రిపోర్టులో మంత్రిగారు మిస్‌యూజ్ ఆఫ్ పవర్ చేశారు అన్నారు. ఈ స్కాండల్‌లోనే అది ఒక మేజర్ పార్టు, వారిపైన మీరు సి.ఐ.డి. ఎంక్వయిరీ చేయించారా ? వారిని అరెస్టు చేయించారా ? దానిమీద ఏమైనా కేసు ఫైల్ చేయటం జరిగిందా ? ఆ విధంగా పి.ఎ.సి. యునానిమస్‌గా రిపోర్టు ఇచ్చిన తర్వాత, మీరు మంత్రిగారిపైన ఎందుకు చర్య తీసుకోలేదు ?

శ్రీ కాకాని వెంకటరత్నం :—పి.ఎ.సి. వారి రిపోర్టు వచ్చినప్పటికి సెంట్రల్ గవర్నమెంటువారు చూస్తున్న పని కనుక ఆ విషయం రిపోర్టు వచ్చినతర్వాతగాని తెలియదు. ఇప్పుడు మాత్రం యీ ఎరువులకు సంబంధించిన విషయం తెలుసు. వీనిని గురించి ఇంకా ఎవరిమీద కేసు లేదు. ఉన్నటువంటి కేసులు ఇవి.

శ్రీ వి. రామారావు :—ఒక మంత్రిగారు పవర్ మిస్‌యూజ్ చేసి యీ ఎరువులు వారి వాళ్ళకు ఇట్లా ఇచ్చారని పి.ఎ.సి. రిపోర్టు ఇచ్చింది. ఇపుడు మీరు కంట్రాక్టర్స్‌పైన కేసులు పెట్టి ఎంక్వయిరీ చేయిస్తున్నట్లుగానే మంత్రిగారిమీద కూడ మీరు సి.ఐ.డి. ఎంక్వయిరీ పెట్టించి కేసు ఎందుకు ఫయిల్ చేయలేదు ?

శ్రీ కాకాని వెంకటరత్నం :—రాష్ట్రప్రభుత్వం సి.ఐ.డి వారు ఎంక్వయిరీ చేసినటువంటి రిపోర్టులో అందుకు సంబంధించిన ఏ మంత్రిగారికి సంబంధించి దీంట్లో లేదు.

శ్రీ వి. రామారావు :—అసలు ఆ మంత్రిగారిపైన ఎంక్వయిరీ చేయించారా ? లేదా ? పి.ఎ.సి. రిపోర్టులో ఒకసారి వచ్చిన తరువాత, అతడిపైన ఎంక్వయిరీ చేయించారా ? లేదా ? చేస్తే సి.ఐ.డి. రిపోర్టు ఏమి ఇచ్చింది ?

శ్రీ కాకాని వెంకటరత్నం :—ఫలానా వ్యక్తి మీద ఎంక్వయిరీ చేయవలసిన అవసరం లేదు. ఏ సంస్థ తరఫున యీ ఎరువుల దుర్వినియోగం జరిగినదో ఏ సంస్థ తరఫున ఎవరైతే యీ దుర్వినియోగం చేశారో అటువంటివారిపైన ఉంది కాని, మిగతావారిపైన లేదు. మిగతావారికి సంబంధించినంతవరకు యీనాడు మీ ముందు పెట్టిన విషయాలు ఉన్నవి.

శ్రీ జె. యజ్ఞనారాయణ :—ఏ మంత్రి అయితే ఉత్తరాలు వ్రాసి డైవర్ట్ చేయించారో, వారు ఎబిట్టార్ ఆఫ్ అఫెన్స్ క్రింద వస్తారు. ఎబిట్టర్ అంటే వారికి ప్రోత్సాహం చేసి సహాయకారిగా ఉండి ఆ నేరం చేయటానికి సహాయపడేవారి క్రింద వస్తారు. అటువంటివారిపైన కేసు పెట్టవలసి ఉన్నది. దానిని గురించి ఏమి చేశారు ?

శ్రీ కాకాని వెంకటరత్నం :—అసలు మా ఎంక్వయిరీలో అటువంటి విషయమే రాలేదు.

శ్రీ వై.వి. కృష్ణారావు : – ఈ పి.ఎ.సి 3 కోట్ల రు.లు దుర్వినియోగం జరిగినట్లు ఒక డాక్యుమెంట్ వ్రాసింది. ఈ 3 కోట్ల రు.లకు సంబంధించి మొత్తం ఎంక్వయిరీ సమగ్రంగా జరిగిందా ? మూడు జిల్లాలకు సంబంధించి 8 మందినే చెబుతున్నారు. కడప, మహబూబ్‌నగర్, మెదక్ జిల్లాలకు సంబంధించి చెబుతున్నారు. దానిలో యీ 3 జిల్లాల గురించేకాదు. ఇంకా ఉంది. అందుచేత సమగ్రమైన దర్యాప్తు జరిగినట్లు నాకు అర్థం కావటంలేదు. అసలు జరిగిందా ? ఎంతమంది వ్యక్తులను గురించి చర్య తీసుకొన్నారు ?

మిస్టర్ చైర్మన్ :—ఇందులో మూడు విషయాలు ఉన్నవి. ఒకటి—ట్రాన్స్‌పోర్ట్ చేయకుండా దానికి డబ్బు డ్రా చేయటం. దానిని సెంట్రల్ సి.ఐ.డి వారు దర్యాప్తు చేస్తున్నారని. ఆ విషయం ప్రస్తుతం నా దగ్గర లేదని అన్నారు. ఇపుడు మీరు అడగవలసినది కల్తీ ఎరువులు ఎక్కడకు పోయాయన్నది. ఎంతవరకు పోయాయన్నది.

శ్రీ వై వి. కృష్ణారావు :—ఇందులో రెండుభాగాలు ఉన్నవి. సరుకు ట్రాన్స్‌పోర్ట్ కాకుండా ట్రాన్స్‌పోర్ట్ చార్జెస్ క్లెయిమ్ చేసిన దాని విషయం. అసలు మొత్తం సరుకునే గల్లంతు చేయటం ఒక వంతు; ట్రాన్స్‌పోర్ట్ చార్జెస్ కొట్టివేయటం రెండవవంతు. . సరుకు గల్లంతుచేసి, సరుకు కల్తీ చేసి యీ మిస్ ఎప్రోప్రియేషన్ చేసిన తాలూకు మొత్తముకూడ పెద్దది. ఎంతమంది వ్యక్తుల మీద యీ దర్యాప్తు జరిగింది అని అడగటంలో నా ఉద్దేశ్యం ఇది. పి.ఎ.సి రిపోర్టు రాష్ట్రంలోని కోటానుకోట్ల జనంయొక్క దృష్టికి వచ్చిన తర్వాత— ఇది చాలా సీరియస్ విషయం కాబట్టి— యీ జరిగిన దర్యాప్తు నివేదిక యీ శాసనమండలి వేదిక మీద పెట్టించాలని కోరుతున్నాను. ఆ రిపోర్టు పెట్టిస్తారా ?

శ్రీ కాకాని వెంకటరత్నం :— సెంట్రల్ గవర్నమెంట్ కొన్ని కేసులకు సంబంధించిన విషయాలపై వేరే తీసుకొన్నారు. ఎరువులు దుర్వినియోగం జరిగిన దన్నది, మార్కెటింగ్ సొసైటీకి రాలేదన్నది, రేవుల నుంచి ఎరువులు తీసుకు పోతామన్న కంట్రాక్టర్స్ తీసుకుపోలేదన్నది — నేరము. ఆ కేసులు వారిపైన

ఉన్నవి. కల్తీ జరిగిన కేసులుకూడ ఉన్నవి. అసలు స్టేటు గవర్నమెంట్ ఏమి చేస్తున్నదో, ఏమి చేయటంలేదో, వారు కావలసిన రికార్డు వారు తీసుకొన్నారు. మన రాష్ట్ర సి.ఐ.డి వారు అప్పగించి ఆ కేసు సెపరేట్‌గా వారు చూస్తున్నారు. ఇప్పుడు కేసులకు దానికి సంబంధించిన రిపోర్టు ఇక్కడ లేదు. ఇప్పుడు పెట్టిన కేసులకు సంబంధించిన వ్యవహారం మీ ముందు మనవి చేశాను. సెంట్రలు సి. ఐ. డి. రిపోర్టు వచ్చిన తర్వాత వేరే చేకపు చేస్తాము.

శ్రీ వై. వి. కృష్ణారావు :—మీ సి. ఐ. డి. ఏ ఏ విషయాలలోనికి వెళ్ళి ఎంక్వయిరీ చేశారు? మిస్ ఎప్రోప్రియేషన్ చాలా పెద్ద ఎత్తున జరిగింది. చాలా జిల్లాలలో జరిగింది. కాబట్టి మమ్మల్ని కాన్ఫిడెన్సులోకి తీసుకోండి. మీరు చేసినది సక్రమంగా చేశారని మేము సంతృప్తిపడితే చూద్దాము. సంతృప్తి పడక పోతే మీరు ఫలానావిధంగా చేయమని చెప్పటానికి వీలవుతుంది. రాష్ట్ర ప్రభుత్వం తరఫున జరిగినటువంటి దర్యాప్తు, దానియొక్క రిపోర్టు మా సభా వేదికమీద ఉంచండి. మా కాన్ఫిడెన్సుకూడ పొందటానికి ప్రయత్నం చేయండి.

శ్రీ కాకాని వెంకటరత్నం :—ఎంతవరకు దీనిని సభాసమక్షంలో ఉంచ వచ్చును? కోర్టులో కేసులు దాఖలు చేశారు. అందువల్ల ఎంతవరకు మంచిదో అది ఆలోచించవలసిన విషయము. ఈ మూడు కేసులేకాకుండా ఇంకా జిల్లాలలో ఏమైనా కేసులు ఉంటే, గౌ. సభ్యులు ఫలానా చోట్ల ఫలానా విధంగా జరిగిందని చెప్పవచ్చును. ఇపుడు మూడు జిల్లాలలో జరిగిన కేసులు ఎరువులు అపహరించిన కేసులు సి. ఐ. డి. వారు ఎంక్వయిరీ చేశారు. ఆ కేసుల వివరాలు మీ ముందర చెప్పాను. దానికి సంబంధించిన వ్యవహారం అంతవరకు ఉంది. ఇంకా ఏమైనా అవసరంగా ఉంటే పరిశీలన చేయిస్తాను.

శ్రీ వై. వి. కృష్ణారావు :—పి. ఎ. సి. డాక్యుమెంటు అది పబ్లికు డాక్యుమెంటు. అచ్చు అయింది. శాసనసభలో, ఇక్కడ కూడ సమర్పించబడింది. దానిలో ఉన్నటువంటి విషయాలమీద ఒక సీరియస్ మిస్ఎప్రోప్రియేషను మీద దర్యాప్తు సక్రమంగా జరిగిందా సమగ్రంగా జరిగిందా లేదా, ఉన్నవారందరిని పట్టుకొన్నారా, లేదా, అన్నది యీ సభ తెలుసుకొనే అవకాశం కలుగచేయాలని కోరుచున్నాను. అది తెలుసుకొనే హక్కు యీ సభకు ఉంది.

మిస్టర్ ఛైర్మన్ :—ఇపుడు దర్యాప్తు జరుగుతున్నది. ఎక్కడైతే నేరం రుజువైనదో వారిపైన కేసులు పెట్టటం జరుగుతున్నది. అది ఇంకా పూర్తి కాలేదు.

శ్రీ వై. వి. కృష్ణారావు :—పూర్తి కాలేదని వారు చెప్పటంలేదు. పూర్తి కాలేదు. అయిన తర్వాత పెడతామంటే అది వేరే విషయము. పూర్తి చేసి మొత్తం పెట్టేశాము అంటున్నారు. ఇది పబ్లిక్ ఇష్యూ, చాలా సీరియస్ ఇష్యూ, నాలుగుకోట్ల ప్రజానీకంముందు ఉన్న ఇష్యూ కాబట్టి మీరు జరిపిన దర్యాప్తు ఎంత సమగ్రంగా జరిగింది. ఎంత జరగలేదు అన్నది ఈ సభా వేదిక మీద పెట్టండి.

శ్రీ కాకాని వెంకటరత్నం :—ఇందుకు సంబంధించి వివరంగా ఉన్నటువంటి కేసులు. ఇది గాక యింకా ఏమైనా అవసరంగా ఉంటే చెప్పవచ్చునని గౌరవ

సభ్యులకు చెప్పాము. ఇప్పటికి కూడ చెప్పేది అదే. ఇంకా ఏమైనా ఉంటే చెప్పండి.

శ్రీ వి. రామారావు :—రిపోర్టు ఉన్నది. దానిమీద మీరు ఎంక్వయిరీ చేశారా ? అది టేబిల్ మీద పెట్టమని అడుగుతున్నాము

శ్రీ కాకాని వెంకటరత్నం :—ఈ ఎరువులను ఎవరెవరు అపహరించారో, దీనిని మిస్ అప్రాప్రియేషన్ చేశారు అన్నారో వారిమీద కేసులు ఉన్నాయి. ఎంక్వయిరీ చేశారు. క్రిమినల్ చార్జ్ షీట్ వేశారు అని చెపుతున్నాము ఇంకా అసంపూర్తిగా యున్నది ... కేసుకు సంబంధించినది దానిమీద, ఇంకా ఏమైనా ఉంటే అవి కూడ తీసుకొని అవి ... కోర్టులో దాఖలు చేస్తారు దానిని ఎంతవరకు పెట్టడం సమంజసమో ఆలోచించాలని మనవి చేస్తున్నాను

శ్రీ పి. వి. రాఘవాచారి (తెలంగాణా వెస్టు టీచర్సు) :—ఇంకా ... సప్లిమెంటరీ సమాధానం యిస్తూ మంత్రిగారు, మంత్రులకు సంబంధం ఉన్నదా లేదా అనేవిషయం మీరు ... ద్వారా దర్యాప్తు చేయించారా ? చేయించి నట్లయితే మంత్రులకు ఏమి సంబంధం లేదని రూఢిగా తెలిసినదా? ఆ విధంగా రిపోర్టు వచ్చినదా ? ఏ ఏ అంశాలలో మీరు విచారణ జరిపించారో ... చెప్పండి ఫలానా పాయింట్సు మీద విచారణ జరిపించవలసిందిగా ... చెప్పాము అన్నారు ఫలానా పాయింట్సు అంటే ఏ పాయింట్స్ పైన విచారణ జరిపించారు ఆ విచారణ యొక్క రిపోర్టు వచ్చినది అంటున్నారు. ఏ రూపంలో వచ్చినది? మీరు రిఫర్ చేసిన పాయింట్సుకు సరియైనటువంటి ఏ విధమైన రిపోర్టు వచ్చింది ? ఈ వివరాలు తెలియకపోతే అనుమానాలు అట్లా ఉండిపోతాయి. మంత్రిగారు ... మిస్ లీడ్ చేసినట్లు అవుతుంది కనుక దీనికి స్పష్టంగా సమాధానం చెప్పాలని కోరుతున్నాను

శ్రీ కాకాని వెంకటరత్నం :—... చేయవలసిన అవసరంలేదు గాని కడప, మెదక్, మహబూబ్ నగర్ జిల్లాలలో మార్కెటింగ్ ... మీద వచ్చిన రిపోర్టులను వాటిమీద వచ్చిన కంప్లయింట్ లు ఎంక్వయిరీకి పంపించాము. రెండవది ఏమంత్రిగారికీ అయినా సంబంధం ఉన్నదా లేదా అనేది నాకు యిప్పుడు వచ్చినటువంటి రిపోర్టులలో లేదు అటువంటి ఉన్నటువంటి కమిటీవారు—

శ్రీ పి. వి. రాఘవాచారి :—మంత్రులకు ... సంబంధం లేదని కాటగారికల్ గా నివేదిక వచ్చినదా ?

శ్రీ కాకాని వెంకటరత్నం :—నాకు యిప్పటివరకు వచ్చిన రిపోర్టులో లేదుఅన్నాము. ఇంకా ఏమైనా వస్తుందేమో నాకేమి తెలుసు.

శ్రీ పి. వి. రాఘవాచారి :—మినిష్టర్ లకు సంబంధం లేదు అని వ్రాసిఉన్నదా మీకు వచ్చిన రిపోర్టులో ఈ వ్యవహారం విషయంలో ఈ ఆంధ్రప్రదేశ్ ప్రభుత్వానికి సంబంధించిన ఏమంత్రికి సంబంధంలేదని వచ్చినదా ?

శ్రీ కాకాని వెంకటరత్నం :—ఆమాట నేను ఎవరుచెప్పడానికి ?

శ్రీ టి గోవిందసింగ్ (అసెంబ్లి) :—సంబంధం ఉన్నదని పత్రికలలో కరపత్రాలలో వచ్చింది.

శ్రీ కాకాని వెంకటరత్నం :—సెంట్రల్ గవర్నమెంటు సి. ఐ. డి. వారియొక్క రిపోర్టు నాదగ్గరలేదు. స్టేట్ గవర్నమెంటుకు సంబంధించినంతవరకు వచ్చినదానిలో ఈకేసులు తప్ప, వీరిమీద రిపోర్టుతప్ప యింకాఏమిలేదు. ఏదైనా ఉంటే మీరు యిప్పుడు చెప్పవచ్చును. కంప్లయింటుకూడ యిచ్చుకోవచ్చును.

శ్రీ పి. రామారావు :—పబ్లిక్ అక్కౌంట్స్ కమిటి రిపోర్టు యిచ్చిన తరువాత దానిమీద ఫలానా మంత్రిమీద యిన్‌వెస్టిగేట్ చేశారాలేదాఅని మేము అడిగినతరువాత ఈ రిపోర్టులోలేదుఅంటే మీరు మంత్రిగారిమీద యిన్‌వెస్టిగేట్ చేశారాలేదా ?

శ్రీ కాకాని వెంకటరత్నం :—ఇన్‌వెస్టిగేట్ చేస్తూనేఉన్నారు. ఇంకా కొత్తగా ఏదైనా బయటపడినది అంటే అదికూడ చేస్తున్నారు.

శ్రీ టి గోవిందసింగ్ :—పబ్లిక్ అక్కౌంట్స్ కమిటిరిపోర్టులో మినిష్టర్ యిన్‌వాల్వ్అయిఉన్నారని స్పష్టంగా వచ్చినదికాదా ?

Sri A. Joseph :—I was a member of that committee· No Minister's name is mentioned in the report.

శ్రీ వి. పి. రాఘవాచారి :—ఫలాన సంస్థ అని ఉంటుందిగాని ఫలానా రెడ్డిగారు ఫలానా కనకారావుగారు, ఫలానా రావుగారు అని పేర్లు ఎక్కడా రిపోర్టులోవుండవు

శ్రీ వై. కె. రంగారెడ్డి :—పి. ఎ. సి. కమిటిలో మెంబరుగాఉన్నాను. ఆశాఖమంత్రి పేరు చెప్పకపోవచ్చును. కాని ఏశాఖమంత్రి తప్పక చెప్పుతున్నది. రిపోర్టులో లయజన్ ఆఫీసర్ ఒక ఐ. ఎ. ఎస్. ఆఫీసరుఉన్నారు. అతనిని ఓవరులుక్ చేసి డిస్ట్రిక్టు అగ్రికల్చర్ ఆఫీసరు తెనాలులో ఒకఅతనినివేసి అతనిద్వారా పనులు చేసుకుంటూవచ్చారు ఈవిషయంకూడ పి. ఎ. సి. రిపోర్టులో ఉన్నది. ఆఫీసరుకు కలుగాచెప్తతూ మినిష్టరుగారు లక్షలకొలది విలువచేసేసరుకు ఎత్తుకుపోతూవుండేవారు దానిని గురించి సి. బి. ఐ. ఎంక్వయిరీ చేస్తున్నదా ? స్టేటు ఎంక్వయిరి చేస్తున్నదా ? దీనిని గురించి స్పష్టంగా చెప్పాలి.

Mr. Chairman :—I have already allowed half an hour on one single question. Do you want me to go on like this ?

Sri T. Govind Singh :- This question involves misappropriation of lakhs of rupees and big personalities are involved.

శ్రీ పి. రామారావు :—ఈ క్వశ్చన్‌మీద డిస్కషన్ ఏర్పాటు చేయిస్తే దానిమీద వేయవచ్చు.

మిస్టర్ చైర్మన్ :—అది ప్రత్యేకంగా అలోచన చేద్దాము.

శ్రీ పి. రామారావు :—అసెంబ్లి రద్దు అయిపోతోంది. రద్దు అయ్యేముందు మంత్రిగారు చేసిన ఘనకార్యం పబ్లిక్‌కు తెలియాల్సి వున్నది.

In the application of the method, the following points deserve the teacher's attention:

1. The teacher must, first of all, himself visualize the lesson in the form of problems, which requires not only wide study but also intelligent, analytic thinking.

2. Boys are confronted with these problems and they try to solve them with the help of their previous knowledge or the data provided by the map or the teacher's hints. The teacher helps with his supplementary questions and suggestions and describes or elucidates where necessary, but this description does not take the place of boys' thinking and reasoning. It comes in to supplement and systematize their knowledge.

3. Presenting a problem is not the same thing as asking a question. A problem raises usually a fairly large issue and is a challenge to consecutive and fruitful thinking in a certain definite direction. It draws the teacher and the class into active collaboration, and students play their due part in building up the lesson: they are not content with a passive absorption of the teacher's recital or the facts narrated in the textbook. Where necessary, the problem is analysed and developed with the help of supplementary questions calculated to draw the attention of the students to its different aspects and implied issues.

It is obvious that the application of the method will depend on the nature of the topic. Lessons which involve a good deal of thinking and reasoning—the study of movements, the discussion of political policies and administrative measures—lend themselves more readily to this treatment, since they can be mentally organized and presented by the teacher as consisting of a series of inter-connected problems which the boys try to solve, *within their limits*, in the spirit in which they were handled by those who originally encountered them. On the other hand, lessons which are mainly descriptive or are designed to arouse æsthetic appreciation do not contain much problem element and it would be unwise to try and force them into an uncongenial mould. It is important to remember that, in this as in every other method, the teacher can never dispense with the guidance of his own common sense and discretion. His success consists not in crystallizing these suggestions into a hidebound 'method' and following it blindly, but in assimilating the principle of intellectual self-activity on which they are based and applying it, *in the light of his special conditions,* to which he must always remain intelligently sensitive.

K. G. SAIYIDAIN

METHODS OF REVISION FOR THE HISTORY TEACHER

'IN fact revision, rightly understood, is not so much one item of intelligent method in teaching History as the root of the whole matter.'[1]

The history of a country or the history of the world in general is essentially a whole. One cannot hope to understand *fully* one period unless one knows what has gone before, and one cannot understand the value and significance of any one period until one knows what has followed. This is one reason why the teaching of history by the concentric method is to be preferred to the period method. For the normal child in school it is more important to get an idea of the history of his country as a whole even if only in outline, and to get an idea of the sweep of the history of the world as a whole, even though in the barest outline, than to know some selected periods in great detail. As a rule the details of history are not of great importance, though of course many of them have to be known. The important thing is to have some idea of the development of movements and tendencies and the way they have worked themselves out through the centuries. This, I take it, is the meaning of the dictum quoted above.

From this it follows that the teaching of history must consist very largely in the linking up of events and series of events, of the characteristics of one century with those of another century, of the developments of one period with those of another. Only through this process of linking up and of comparison can development be traced and the true significance of the history of a country be grasped by pupils. This means that the teacher has constantly to make sure that his pupils remember what has gone before, and understand how it has led up to what is being done at the time. And as history is a subject where a good deal of memory work is required, he should be very chary of taking for granted that what has been done the term before or even the month before is remembered. For both these reasons, then, revision is very necessary.

During the taking of any particular lesson or during the doing of any particular assignment, there will be continual opportunities for occasional questions of a revisional nature, just as in the teaching of any subject. History, however, requires a more systematized revisional work than this. The teacher cannot trust to these occasional opportunities to supply all the revision and linking up

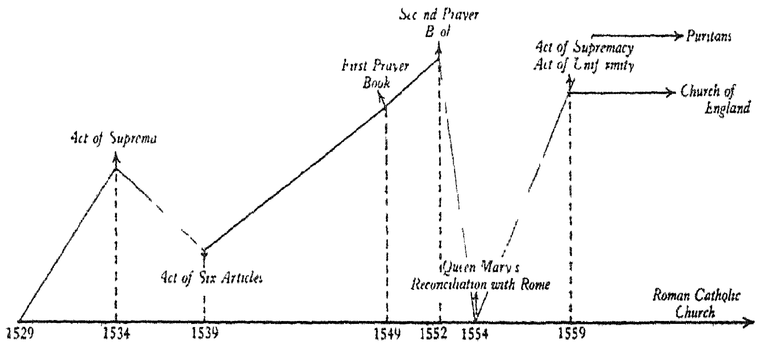
[1] *The Teaching of History*, Board of Education Pamphlet No. 37, p. 32.

which is necessary. There are a number of devices which can aid a teacher in making his revision work valuable, and enable him to make it fulfil the function which it should.

1. The Construction of Diagrams and Charts

Diagrams and charts may be constructed to represent movements and developments lasting over long periods of time, or sometimes shorter periods such as a century. Examples of such charts are occasionally to be met with in history books. Their value lies chiefly however in their being constructed by the pupils themselves. Some good is done by copying them out of books, and at first, when the idea is new to pupils, a good deal of such copying will have to be done. As soon as possible however pupils should be encouraged to make their own charts and diagrams. They then become of very real value.

Numbers of instances where diagrams of movements lasting over long periods of time could be made will occur to teachers. For instance a chart on the Growth of Parliament with the main stages marked in, and the main personages depicted, would form an excellent means of revision. It need not be completed all at once. If the concentric method is being used, it can be added to gradually as the year goes on. Or it may be done towards the end of the year, when practically the whole could be done at once. The rise of the Mohammedan power in India would form a good subject for a diagram or chart; or the rise and spread of Buddhism; or the rise and decline of the Marathas. There are numbers of such subjects, some of greater breadth than others, which could be dealt with in this way. These charts need not go into great detail. They will simply deal with main outlines, featuring main events and people. They can be illustrated with maps. The following is an excellent example of a revisionary diagram (taken



THE SEPARATION FROM ROME

from *Lessons in English History* by H. W. Carter, published by the Oxford University Press.)

II. Revision by Biography

This is a method of revising a short period and of bringing into relation with one another the events of a short period. The life of some prominent man of the period is taken and is studied somewhat intensively. The life of this man will be closely connected with the important events of the period, and so the period is studied from a new angle and events are joined by a new, and in many cases a more illuminating, thread than the simple time thread. For example, a study of the life of Cromwell forms an excellent means of revising the struggle between King and Parliament and the Commonwealth period.

III. Picture Boards

During the year (or during years) picture boards may be prepared. A picture board is a board on which are fastened pictures, big and small (whatever may be obtained) of some particular place or of some particular people or of some particular movement. For instance, a collection of pictures connected with the history of the Sikhs might be made. Then this board or boards can be made the basis of revision lessons by the teacher whenever he wishes to do so. The board will provide a pictorial map of what he is revising. Other subjects in connexion with which boards could be made, are such subjects as the rise of the Marathas, the Moguls, Delhi, the rise of British power. The length and scope of the subject can be restricted or increased according to the necessities of the class. If it is not found possible to make such boards, the pupils themselves may make collections on definite subjects in special notebooks kept for the purpose. There is no reason why both things should not be done.

IV. Debates and Dramatics

These are sometimes recommended for use in connexion with the ordinary teaching of history and they have their value. Usually the time taken is thought to be too great for the value obtained. However they do form valuable revisionary exercises, especially if the subjects chosen are such as to give sufficient scope. A useful type of subject for debate is the comparison of two great personalities, such as Akbar and Asoka, or William Pitt the Elder and William Pitt the Younger. Plays in connexion with history will usually be useful for revision of short periods only, though they can cover as large a period as a biography.

V. The 'Yes' and 'No' Test

A mechanical means for revising which deals more with bare facts, but which is useful in covering a large period easily and quickly, is the test where a number of statements are presented to the pupils. Some of these are true and some are not true. A space is left on the paper where the pupil is to write 'Yes' for those which he thinks are true and 'No' for those which he thinks to be untrue. Naturally there is a good deal of scope for guessing. If however a minus mark is given for each incorrect answer, the total scored gives a very good representation of the pupil's knowledge. The statements can be framed so that too much emphasis is not laid on a knowledge of bare facts.

Perhaps the pleasantest way of revision is by means of the historical novel or story. The English pupil has an advantage over his Indian brother here, as there are many more such books in English than there are in the vernaculars. An Indian Henty would be a boon to the history teacher. Wherever there are such books available in the vernaculars, or wherever the pupils have sufficient command of English to be able to read historical yarns in English without much trouble, they should be encouraged to do so. The history teacher will find that such books can be of the greatest value to him in the teaching of his subject.

W. M. Ryburn

SANSKRIT DECLENSION

This article suggests a method by which the school teacher can dispel from the minds of his students the feeling that Sanskrit is all cramming, and thus arrest its decline.

The step to be taken, after some preliminary direct and object lessons, should be the systematic teaching of declension. The practice of treating cases, which could with no difficulty be grouped together, as separate and individual, and having them learnt by heart, scares the boys away. Some very simple similarities are overlooked and the sense of logic or association is not appealed to. There arise difficulties which are not real and the boy's initiative receives a set-back.

The teacher's efforts should be directed towards eliciting all answers from the boys themselves, and for this he uses different devices, which may not be ultimately faultless but which work very well at the moment. He makes generalizations which have only a limited application, and hides for the moment many cases which would disprove his rule; if his pupils hit upon some such instance

in spite of his precaution and apply the rule, his first move should be to appreciate their efforts, and then to point out that it is an exception. He should supply them with material in a planned order, and must not care if the props supplied by him are discarded as useless after a short spell of utility.

Teaching the declension of a word is more concrete and interesting than teaching terminations. Once boys have learnt the declension of a noun ending in अ, little strain need further be given to their memory. They get an idea of the terminations in actual working, some of which are common to all other types of words, and they know that the duals of nominative and accusative, of instrumental, dative and ablative, of genitive and locative, and the plurals of dative and ablative are the same. Next सर्व, यद्, तद्, किम्, etc., can be taken. But to impress my point of view better, I take immediately after a very dissimilar word—कवि, ending in इ. First, ask them to write out by themselves the nominative singular, accusative singular and plural, instrumental, dative and ablative duals, and genitive plural. Then explain the forms of dative, ablative and locative plurals which differ slightly. Tell them the instrumental plural which will always end in भिः. Next tell them the nominative and genitive duals and ablative singular, each of which serves a double purpose. And finally tell them the nominative plural, instrumental, dative and locative singulars; and the picture is complete.

This gives an idea of how the declension of new words should proceed. At present the boys are told the forms of a word, say, in the nominative on the first day; accusative and instrumental on the second; and so on. The method in vogue may suit cramming because boys know the forms in the order they will have to learn them by heart, but from the point of utility both methods are equally useless because in both, at a certain stage, declension is incomplete. Some books have special exercises for translation and re-translation wherein, say, the knowledge of forms in the nominative or in the present tense, third person, are enough; but they prove worthless when boys come across unprepared exercises where the knowledge of the nominative, accusative and instrumental singulars proves more helpful than knowing the forms of nominative in all numbers. Secondly, the boys have to go over the complete string of declensions in the rote method before they can arrive at the required form; and if a link is missed, they are helpless. Nothing is more exasperating to them. In the new method suggested, they reason out the different forms, and have not to rely solely on their memory. 'Association' is the correct and the surest basis for learning.

William James, in his book *Talks to Teachers*, says: 'Associate the new with the old in some natural and telling way, so that the interest, being shed along from point to point, finally suffuses the entire system of objects of thought';[1] a rational system or a science 'relieves the memory of an immense number of details, replacing, as it does, merely contiguous associations by the logical ones of identity, similarity or analogy';[2] 'the art of remembering is the art of thinking' and 'the connecting is the thinking'.[3]

The *First Book* of Bhandarkar has valuable suggestions and groupings of words, but they require to be elaborated, multiplied and made much less technical. The task rests with individual teachers according to the capacity of their students, but not too many additional hints should be given, so as not to overburden the pupils, and each point must be rubbed in by constant practice.

The advantages claimed for the method suggested are:

1. Boys, during their study, always require single forms, and their work will gain in speed if they can think of them directly instead of having to go through the drudgery involved in repeating the whole table mentally. Such occasions in Sanskrit are too many because bases undergo changes for every case, number and gender.

2. Boys can check doubtful cases. In the cramming method they get no guidance when two or three possible forms present themselves in one case, while in a rational system there is every chance of arriving at the right answer. To take an instance—suppose a boy writes रामाष्. If he harbours any doubt about its accuracy and has been trained to find out such mistakes by himself, he will start by looking at the plural forms in the ablative, genitive, etc., and at once detect the mistake; or the *sandhi* rule will come to his help and will tell him that it is inconsistent for ष् to be preceded by आ; and he will not continue the futile effort of recapitulating the whole table a number of times.

3. Omissions can be supplied. If the student cannot remember the form at one or two places he can write out the forms he knows and have a look at some preceding and following forms, and the trained ear or eye will supply him with the missing links.

4. Whenever boys are set some work, it has been frequently observed that they finish off the work in no time and the teacher in charge repeats the slogan, 'Revise,' which is meaningless to them unless they have been trained for such

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[1] p. 96 [2] p. 126. [3] p. 143

work. Revising to the majority of them only means reading the answers over and over again and correcting slips of the pen; whereas revision means much more. It means verifying the answer and improving upon it, and concentrating and focussing attention by all the devices they have been trained to use in class, to fill in the gaps. This method should give them occupation and do away with the excuse that they have nothing more to do.

5. Boys feel that the forms have been arrived at and difficulties overcome by themselves. This maintains their interest and gives them confidence. It gives them the same satisfaction which the most successful savant feels in his epoch-making discovery. It ensures the learner's activity, and in that lies the success of all teaching.

This article, though short, should be sufficient to make clear the writer's contention that cramming should be replaced by the training of ears, eyes and brain, and that no opportunity offered by the mistakes of the students for such training, should be missed. It may only appear to be the old method in a modern garb, but it makes declension simpler and more realistic than it could be with bare terminations as units in its study. The principle admits of wide application in the different branches of Sanskrit study.

V. V. Sovani

FUNDAMENTALS IN THE TEACHING OF MODERN ENGLISH GRAMMAR

Increased attention is now sought to be paid to grammar, and the place of grammar in language study has to be properly conceived and understood. There were days when in the name of grammar, language was hacked to pieces and at every step exercised a check on language which I cannot call wholesome. There followed an era when it was believed that language could be learned only by practice, and grammar could be neglected with impunity. This belief is still shared by many, though, as we shall see, it is largely ill-founded and fallacious.

There are certain postulates which it would be well for us to ponder over. The English language is a living language. It has grown, it is growing and has not ceased to grow. What applies to a dead language cannot be applicable to a living language. The rules of English grammar are not and cannot be final; they are bound to change and are limited only by the development of the language. It is from the practice of great writers that the principles

of grammar have to be deduced. As the practice varies, usages being subject to variation, grammar has to adapt itself to altered needs and circumstances. In the process of growth, the English language has cultivated an analytic habit and is growing simpler in grammar. These postulates have to be examined as forming the basic structure of modern English grammar.

Unlike Latin and Sanskrit, English is a living language, and living languages change. The further back in time we go, the greater the change seems to be. For nine hundred years now, there have been changes. One will be surprised at their immensity. The features of Old English are its terminations for the cases of nouns, for each of the three genders of adjectives, for the tenses of the verb and for each person, singular and plural. It is of interest to note in this connexion what Mr. J. H. Jagger states in his *Modern English*.[1] He takes a passage from King Alfred's translation of Orosius' *History of the World* and compares it with a modern English version. To use his words: 'In this passage there are 46 distinctive and significant inflexions; in the translation (i.e. in the modern version) there are only seventeen inflexions. Agreement of terminations, gender, full case-endings, inflected tenses and the subjunctive mood in subordinate clauses are all found in the Old English, and none of them except the concord of subject and verb, is present in the translation.' This extract proves how the highly inflected Old English has been transformed into the slightly inflected modern English. It is unnecessary to add that inflexions are characteristic of the Latin language and that the Latin influence on English has been considerable.

In its development English has shed much of its inflexion and has grown simpler. Two changes in particular deserve our attention and examination. Case-terminations have been replaced by prepositions and the inflexions in the case of verbs have been replaced by auxiliaries. These forces have been at work, and they explain the progressively analytic structure and habit of the language. They are peculiar to the language and have made it simpler. Coupled with these, the borrowings from other languages have added to the richness and variety of English. The wealth of the English vocabulary has been enhanced.

It is true that case-distinctions still persist in the genitive cases of nouns and in the cases of pronouns. But they do not exist elsewhere. To a large extent case-function is now discharged by prepositions and by the word-order, more than by the form of the word. The prepositions are a pitfall for our students and no

[1] p. 25 (University of London Press).

attention can be too great for them, particularly in view of the fact that our vernaculars are highly inflected. And what is more wonderful, these prepositions join with other words and create phrases, compounds or idioms, whatever be the labels that are used to denote them.[1] To quote from the *S.P.E. Tract No. XVIII*, p. 9: 'Modern English from being highly analytic and mainly flexionless, has arrived apparently at the stage, where the words of a phrase tend to coalesce again into a structureless unity.' And a similar idea is emphasized by Mr. J. H. Jagger in his *Modern English*: 'Modern English has a few remains of the ancient inflexional system and by new means, especially by auxiliary verbs and prepositions and by utilizing the order of words in the sentence, it has elaborated new methods of indicating ideal and functional differences.'

As regards inflexions in verbs, they are slight. The variations of form are restricted to the fact mood (indicative), the command mood (imperative) and the non-committal mood (subjunctive). But there are a larger number of variations indicated by the help of auxiliaries. They are styled by modern grammarians, *modalities*. Many of the so-called tenses deserve this designation, for the reason that they are best expressed by means of auxiliaries. It would seem that the auxiliaries, far from being a luxury, have become a necessity and contribute to the richness and variety of the language.[2] The auxiliaries like *will* and *would*, *shall* and *should*, convey not merely the idea of time but a good deal more. In the sentences,

(1) Late pupils will meet the headmaster.
(2) Believe me, I shall go tomorrow.

The 'will' in (1) has the force of command and 'shall' in (2) expresses an assurance or promise. It is difficult therefore to take it that 'shall' and 'will' are mere auxiliaries, as they have their original notional meanings. On this account, some authorities on grammar argue that there are no future tenses properly so-called, as they depend on various devices, not the least of them being auxiliaries like 'shall' and 'will'. It is maintained that the verbal modalities like 'may', 'will', 'ought', 'should', 'can', 'must', 'cannot', 'would', are as fine as they are varied, and to them no small part of the genius of the English language seems traceable.

A treatment of this section on verbal *inflexions* cannot be complete without a reference to the subjunctive mood. This mood is traceable to the Latin influence, but the tendency is to dispense with the form and to call in the aid of the auxiliary. The inflected subjunctive has disappeared, its place being taken by a compound

[1] See TEACHING, March, 1933, p. 106 [2] Ibid.

subjunctive made with the auxiliaries, 'may', 'might' among others. In practice little distinction is observed between the indicative and subjunctive, and modern English has abandoned the subjunctive.

We now come to the rules of grammar. We cannot think of a greater authority on modern grammar than Otto Jespersen, and he is not a dogmatist. To give only one instance, he was at pains to find out the actual usage in the construction of relative clauses. To this end he examined the first hundred relative clauses in each of certain well-known works of Macaulay, Carlyle, Tennyson, Shelley, Huxley, Stevenson, Hope and Sweet. From these usages he generalizes, and yet he does not ask us to follow his rules; and that for a very good reason. English being a living language, practice varies from age to age and grammar has to subordinate itself to the needs of language.

The rules of grammar cannot therefore be dictatorial in character. In this connexion it is well for us to remember that the older generations of grammarians in England followed the lead of Latin and Greek grammarians and made the definitions in English grammar depend on *word-form*. This will never do. For there are very few inflexions. So the emphasis in grammar has to be shifted from the *form* to the *function*. One of the first things a learner has to realize is that almost every word in English does duty as more than one part of speech. For example the word 'round' is either a noun, verb, adverb, adjective or preposition. It cannot be defined or described as a noun used as an adjective or adverb or preposition or vice versa. We can with equal justification call it a preposition used as an adverb, adjective, or anything else. To do this is to misconceive the essence of English grammar. It is largely a grammar of function. In the words of Mr. E. A. Macnee: 'The science of grammar is based on the usage of the best writers and speakers and use is its only sanction. For example, the grammatical rule that the verb agrees with its subject in number is based on the fact that the best writers and speakers use a verb in the singular with a singular subject and a verb in the plural form with a plural subject. If the best writers and speakers were to change their custom and use the same form of the verb for both singular and plural subjects, the grammatical rule would be altered accordingly. Language comes first and grammar afterwards.'[1]

One cannot lay too much stress on the divergence between form and function in grammar and it is possible to vary the function of a word without any change of form. Mr. J. H. Jagger gives one example. We freely employ the same form as noun, adjective or

[1] *Instruction in Indian Secondary Schools*, ed. by E. A. Macnee, Oxford University Press, p. 95.

verb, as *wire* in 'copper wire', 'a wire cage', 'wire the cage'. A change in accent also indicates a change of function. Stress the first syllable and you have a noun. Stress the second and there is a verb. Two examples will do:

Pre·sent ... ... Prese·nt
De·sert ... ... Dese·rt

This compels us to consider the order of words in the English sentence. To a large extent, the word-order is rigid—qualifying words, noun, verb and object, and the variations, if any are recognized. Any departures however alter the type, emphasis, or meaning of the sentence. 'He is going' is a statement; 'Is he going?' is a question. 'Great Cæsar, muffling up his face in his mantle, fell at the base of Pompey's statue, which ran blood all the while,' is a plain, matter-of-fact statement. On the other hand,

And in his mantle muffling up his face,
Even at the base of Pompey's statuė,
Which all the while ran blood, great Cæsar fell,

is stimulating and works us up to a climax. How is this tremendous effect produced? By mere change in the word-order. No more convincing proof is needed to bring out the importance of the word-order in the English language. It is superfluous to add that the old books on grammar ignore this aspect of grammar and that most writers at present follow only the orthodox method of treatment.

With the growth of language, the practice of great writers varies and there are certain usages in language which require some consideration. Only a few need attention. There is, for instance, the preposition ending a sentence.

To insist that a preposition must never appear at the end of a sentence is now considered pedantic.

To whom are you talking?
Whom are you talking to?

This is a fine train by which to travel.
This is a fine train to travel by.

Most speakers and writers at present favour the second sentence in each pair. But orthodox grammarians would object. One such person, orthodox in belief but modern in practice, is said to have declared that 'the preposition is a bad word to end a sentence with'! It is abundantly clear that even those who condemn the modern practice, feel how convenient and natural it is at the end. To quote again Mr. J. H. Jagger: 'Merely to move the preposition produces "He hoped that the accused would be able to maintain himself without recourse to to what he had been

driven", which is inferior in form to the original sentence ("He hoped that the accused would be able to maintain himself without recourse to what he had been driven to").'

Again in adjective clauses where 'that' is used as a relative pronoun, the preposition must come at the end of the sentence, e.g., 'This is the house I live in'.

Secondly there is the question of the split infinitive. Here no hard and fast rule can be laid down. 'I am unwilling to wholly buy a new set of books.' This sentence is less ambiguous than 'I am unwilling wholly to buy . . . books' or 'I am unwilling to buy wholly . . . books'. It is a nice shade of meaning that is sought to be expressed. As Mr. Fowler says in *The King's English*, 'We will split infinitives sooner than be ambiguous or artificial'.

There are other tendencies in modern English: the disappearance of the subjunctive, which has been noted, and the elimination of the gerund.

All things considered, what is the function of grammar? In the words of Mr. Jagger: 'English grammar is the description of the structure of English as from examination we find that *it is*,[1] not as —from knowledge of the past—we know that it was, nor as—because of pre-conceived notions derived from the study of extraneous subjects—we believe it ought to be.'

Usages vary, the practice of great writers varies, and in modern English the remarkable features are as sketched by Mr. J. H. Jagger:

'Such are the great size and mixed origin of its vocabulary, the power of forming compounds without indicating by formal means the relations of the parts of compounds made, the freedom with which the function of words is varied, the fixed word-order and the absence of inflexions, the extremely analytic character of our sentences, the probability that modern English words would be longer but for our habit of borrowing, the unstable nature of our vowels and the strength of the modern English accent.'

A. S. VENKATARAMAN

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[1] Italics mine.

THE NATURE AND NEEDS OF CHILDHOOD

'CHILDHOOD is our pillar of cloud by day and fire by night. Other oracles may grow dim, but this one will never fail. There is really no other clue by which we can thread our way through the mazes of culture and the distractions of modern life save by knowing the true and natural needs of childhood.'

So writes Dr. G. Stanley Hall, and if what he says is true, then we are lost indeed unless we can trace the features of childhood clearly, define its needs and endeavour to minister to them.

The subject of this paper is so broad that it is almost presumptuous to give anything but a lifetime to it. Yet there is a sense of exhilaration and adventure in touching even the skirts of such a theme, for the little child has often made fools of us all. Many a weighty volume, many a heavy article has been written on the subject of the child by serious-minded, highly-degreed pedagogues, anxious to find a pigeon-hole in which to keep the child, his mind and body and soul safe from escape. But alas! That is the last place in which the little child will stay. No! No! No pigeon-holes, no barriers, no cages, no confined spaces for the child! Just as one thinks one has standardized his mind and can value his nature exactly,—he has escaped, his whimsical, will-o'-the-wisp mind having leaped over every boundary, and his sensitive nature having detected pursuit as truly as the gazelle scents its hunter. How often have not those who have had a practical experience of child-training and care closed a learned book on child-psychology with a sigh and the thought: 'Well, my children must be the one exception to all this. Almost every theory this great educationist advances is contradicted by my experience.' Yet neither one is untrue. The educationist, after calm and painstaking observation and wide reading has found child-nature to react thus and so. The busy, harassed teacher or parent has experienced something quite different, but none the less true. Each child is an individual with capacities, desires, aspirations, tastes peculiar to itself. Each one deserves individual treatment. The curves of their progress will resemble each other more or less, but no two will coincide. Given fifty children in a class, they do not one and all nor even one, respond to a given formula. 'As like as peas in a pod,' we hear of a family; 'but every child is a separate thought of God's,' says an old thinker. Another

has said: 'It is the most miserable impertinence for a grown-up to dare to distort the soul and mind of a child to fit some sorry and inadequate scheme of his own. Childhood makes a fool of anyone who says, "I know all about the child".'

How are we then, ever to arrive at an understanding of child nature? Befogged with our own pedantry, blinded with our own pomposity, sapped by the diminution of the *joie de vivre* in our own natures, who are we to approach that delicate, gladsome, beauteous thing—a child? To a few it has been given to arrive at some measure of understanding. Froebel was one of those few. And what was Froebel's avenue of approach? He said, 'Come, let us live with our children'. It would seem that he perhaps found the open sesame. At any rate, let us proceed on this thought, and try to come to the child's level.

How shall we approach our children? Many a parent asks this question wistfully—many a teacher admits with chagrin that the child and he are far apart in spirit.

A sympathetic writer has pointed out that we seldom stop to think what a different world the child's is from that of the grown-up, and when we come to live with the children, we see that this is so. He wrote of a walk he had taken with his children along a beautiful stretch of country. The children, usually interested in nature, were bored and listless, dragged themselves along, and were bad-tempered. Suddenly the father stooped until his eyes were level with theirs. What could he see? Nothing but a stone wall on either side — no rolling hills, no waterfall, no clear pool. On another occasion he noticed the troublesome behaviour of a child at some school sports. The mother had constantly to be saying, 'Be quiet', or 'Don't do that'. The interesting and comprehending spectator stooped to the child's level and saw a dim world of trousered legs and skirts above a foundation of boots,—uninteresting vista indeed for an active little mind and body! Much of our education is unsuitable for children, much of our conversation with them has no real appeal to them. It is not until we come to the level of the child that we have any idea of his true nature and outlook, his handicaps and advantages.

When we look through the child's eyes, we see its world very definitely divided into three sectors of a circle—sleeping, eating and playing. Somewhere in the grown-up scheme of things are sections called by such names as study, work, cleanliness, etc., but these have no respected place in the child's mental programme. On the fringes of this three-sectored cycle are more or less shadowy beings—parents, teachers, older brothers and sisters, servants. They stand as tiresome boundary-keepers of the child-world. For

instance, would not the sector of sleep extend itself indefinitely and deliciously were it not for some grown-up's untimely interference? Is the portion of play ever rounded out in a way satisfactory to the child himself? Is it not always curtailed or interrupted in a maddeningly illogical way? And, thinks the child, what brainless person ever invented the system of regular hours for meals? Doesn't one want to play till the pangs of hunger drive one to food, eat till one can do nothing but drop down to sleep, exhausted, and sleep till the memory of happy play awaiting one slowly rouses one's mind and body to rise and repeat the joyous cycle? The whole scheme of things is planned to suit the household, the business man, the particular fads and fancies of the grown-ups. And so we have from the start this condition in the child's mind: he is a rebel. Some children like to think in colours. Let us do so. To fade from the dancing yellow and glistening green of the realm of play to the shadowy, dreamy blue of the depths of sleep, to spring up from that to the scarlet joy of mere food—this is not an unusual picture of its own activities that comes to the mind of a child. Now overcast this with constantly-intruding black shadows—making you get up, making you stop play, making you eat when you are not ready to, and making you, alas, be clean and tidy and utterly miserable! Grown-ups could help so much to make life run more smoothly, instead of creating unpleasant situations! They should be there, certainly, for sometimes one is frightened, and sometimes one wants comforting, and sometimes one is ill, and sometimes one wants to be fed. But they should certainly relegate themselves to a sort of mid-heaven from whence they may quickly be summoned at slightest need. They should be a sort of gilded angelic host in the offing, hanging quite clear of one's horizons, and they should never, never be either seen or heard unless one desires. But what grown-up ever has the sense to be anything like this? And so we get the black shadows ever increasing their power until too often all the green and gold and scarlet and blue are sifted over with the ashy dust of a drab existence—no freedom, no interest, no self-expression, no imagination—and the gossamer thing that was the child's happy self has fled in terror and outraged sadness to some other sphere, leaving a dull, unimaginative, mechanical, studious automaton, of which the world has already too many.

Now the struggle to preserve its individuality and to claim its freedom develops in the child a most abnormal elusiveness and wariness. It becomes very difficult for an adult to fathom the motives and doings of a child who is constantly departing from the accepted order of grown-up life. The child, on the other hand,

finds itself constantly thwarted and repressed until its active spirit which must find release, becomes elusive, evasive and secretive. In a large city, where temptation to vice was plentiful, lived a high-spirited, impulsive, easily-led boy, and his fussy, anxious mother. The boy began to absent himself from home after school each evening, often coming home late, and refusing to give any explanation of where he had been. The mother's mind conjured up many fears and disasters. One evening the boy said, 'Well, now I know where every bus line in town goes to—I have tried them all'. Here was the explanation of his absences, his evasive answers! He had been on small voyages of discovery while his mother feared he had been in the toils of the moral temptations that were rife. When she asked, 'Why didn't you tell me? I should not have been so anxious', the boy replied, 'You wouldn't have let me, and I so much wanted to know'. In this case we find a boy who was willing to share his experiences with his parent—after they were over, but his trust in her understanding was not sufficient to warrant his confiding in her beforehand. Many a child goes further—he will not be satisfied with such an innocent form of questing for knowledge, and he will not announce the results of his discoveries when he has made them. And so we pass from the state where the child's mind is merely evasive and elusive to the state where it is untruthful. We hear of a parent who laments that his child is untruthful in the extreme, and following our plan of bringing our eyes to the child's level, we find that the child has found it of necessity to lie in order to circumvent the dull and interfering ways of grown-ups. When lying, the child recognizes the quality of gullibility in the adult, but he does not allow for the detective tendencies in every grown-up when it comes to testing the veracity of statements. Result: the parent discovers the deceit, and recriminations and punishments follow, which leave the child sadder and wiser in so far as pulling the wool over the eyes of an adult is concerned. These experiences make him even more deceptive on each succeeding occasion. Fear of telling a lie, as someone says, is not the same as the love of telling the truth, and we should be careful to differentiate between the two. An educational authority of renown claims that the child is naturally a truth-teller, and this statement is worth investigation. The point is that the child tells what he thinks, but what he thinks is not all actuality from the materialistic viewpoint. Richter was right when he said, 'During the first five years children say neither what is true nor what is false, they merely talk'. They find great pleasure in exercising their new art of speech, and so they often report a string of ideas, fancies, suppositions and hearsay that their active little

minds have fastened together. Also, we must recognize the fact that the little child is often bitterly disappointed with the world which the grown-ups have evolved. He is so eager for certain ideal conditions to exist that he creates them in his mind, gives expression to them in speech, and makes himself believe them to be true so definitely that he is bewildered indeed when he is accused of telling a lie and when punishment is meted out to him for having made a better thing of life than the grown-ups were making. It is at this point that the whole future of the child's life lies in the hand of the grown-up. Will that big hand mercilessly crush and squeeze the life and beauty out of the delicate structure which the child's mind has evolved—or will it simply shelter the gauzy thing, allowing it to dry its wings in the life-giving sunlight of truth until it is strong and courageous enough to wing its way into the pure air of freedom and veracity? To quote Dr. G. Stanley Hall again, 'A good imagination is a good hygiene', and surely we want our children's minds to be exceedingly sanitary and well-ventilated. 'All things for the child are bathed in the radiance of "the light that never was on sea or land".' And the times will come all too surely and too soon when this will fade and he will realize that there has passed away a glory from this earth.

We have seen through the eyes of childhood, then, that in order to be happy, to grow, to learn, to explore, to satisfy one's self, to express one's self, one has generally to do one of two things: to become a decided rebel against the existing order of things, or to become a will-o'-the-wisp of the most ephemeral type. There are few if any other ways in which a child deals with life—except (ah! here we close the chapter on the nature of childhood, and come to the pragmatical side of the question)—except when a grown-up who has not forgotten how things looked from the child's level, lovingly and tenderly and tactfully discovers the needs of childhood and ministers to them. There are such grown-ups in the world and these are some of the wonderful things they have found out when they have clasped hands with a little child and walked his high-walled road with him.

The little child needs discipline, and rests in it. The fretful, noisy, troublesome child is fairly screaming at us, 'I want control'. How often do we see a child who is the terror of his family at home, slip into the quiet, orderly, disciplined routine of a well-managed school with joy and relief. His whole system had been crying out for someone to take charge of his little life, not by thwarting, checking and repressing, but by urging, encouraging and beckoning. Take the instance of a child being brought to school: one parent will bring the little one to the schoolroom and say,

'See all these children at their lessons. Will you stay and go to school with them?' At once the sub-conscious reaction in the child's mind is, 'This situation is in my hands. My parent is afraid to make a decision lest I howl and make a scene. Why not produce what is expected?' Whereupon he declines the offer most emphatically, the parent coaxes, the child struggles, and is eventually borne off screaming. Another parent at home may say to the child: 'My friend has told me of a lovely place where little children gather daily to play, to sing and to learn to do many useful things. You are now old enough to join them. I am going to take you tomorrow to the school. I have already made friends with the teachers. They will be good to you, but you must do your part'. If the confidence of the child is strongly placed in the parent, there will be many questions: 'Who else will be there?' 'Your little friends, R— and S—.' 'How long shall I stay?' 'As long as the other children do, until it is time for your mid-day meal.' 'Will you stay with me?' 'Oh no—it is only meant for children. It is your own school, and you would not want to be the only child with a parent watching over you.' 'How shall I come home?' 'I shall call for you myself, or send for you.' The conversation on the parent's part has been full of pleasant, attractive thoughts, but *firmly* expressed. There is no doubt in the child's mind as to what the parent expects of him, and in most cases such a preparation results in the little child rising very early in the morning to take the parent to school, rather than the reverse. Pleasant suggestion has averted a shock, and painful scenes are unknown in such cases. The little child rests in discipline.

The little child craves sympathy. Anybody can thwart or beat a child; but which one of us can really govern him and teach him to govern himself? It is the one who adopts the 'perpetual position of listening'. Mrs. Allen wisely cautions, 'If we snub and discourage the child, then he becomes dumb before us and we lose forever our most direct means of interpreting him'. It has been well said that no cruelty to a child equals the cruelty of apathy and indifference when those who are responsible for its care leave it to itself. It is only when we are willing to try to understand what a little child feels that we know how to deal with him. Disobedience, naughtiness, untruthfulness, are grown-up names for the actions of the child. If the child were to give names he would choose the subjective aspect. 'Disobedience' in a child who repeatedly took the family clock to pieces would be 'seeing how it works'; 'naughtiness' in a child who spoilt his father's clothes by trying them on would be 'trying to look like father'; and 'un-

truthfulness' in a child who recounted adventures which never took place would be 'this is a dull work-a-day world. Let's *pretend* things are different'.

Many are the needs of little children, but we will touch on only one more, which, perhaps, is a fundamental one underlying all else. *The little child needs to be physically fit.* Nations have been so active in developing their natural resources that they have overlooked to a harmful extent the development of their human resources. As a result, the children of the world have not yet fully come into their own as far as proper care and attention to physical welfare is concerned. Hutchinson says: 'After we have done our own growing, our chief excuse for further existence is to make our babies grow and to make them grow better than we have done. It was for the shelter of the child that grown-ups left their tree-tops and caves and began to build houses. The child has a right to the best in us, and the most sacred obligation that any community owes is to its children. It is the honour paid to the child and mother that stamps the rank of a civilization. No sacrifice is too great to make, no sum too large to demand, for the proper and intelligent care of children.'

It may be observed that while this paper is presented to teachers the onus of much of its discussion rests upon the home and the attitude of the parent. This has been intentional, because the home is the place where discipline ought to begin, continue and end. The school will have little trouble if the training is what it should be in the home. There should be the closest co-operation between parent and teacher in methods of government. The grave responsibility of the parent is balanced by the deep obligations of the teacher and both are answerable before God for the wise handling and sympathetic training which each child needs. Often the attitude of the parent toward the teacher is that of suspicion and scorn. 'How can a mere paid teacher, often unmarried, have a full knowledge of any child?' thinks the parent. 'It is,' says someone, 'as though two men would grow a hedge, one on either side, trimming and shaping, never recognizing one another, nor taking cognizance of the plan each might have in mind.' The position on the part of the parent is often that of ignorance. He or she must realize that the teacher has dealt with not one or two, but hundreds of children, and is therefore able to exercise a ripened judgment. On coming into personal contact with a good teacher, the parent is amazed to find how many things the teacher knows about the child, and he or she learns that while physical parenthood may not have been expressed, the spiritual motherhood or fatherhood has been so sublimated and deepened that it has a strength

and tenderness beyond expectation. And s of childhood are forever their joint and ha

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REPRODUCTION IN THE E

'WRITE IN YOUR OWN

THE first question in a question pape teacher for the Fourth Class was: 'Write in of the dog and the shadow.' Every credit to in the Fourth Class where the A B C is ta composition! If the boys reproduce the st they get very few marks, for it is not in t Madras S.S.L.C. examination we find a ca the question paper: 'Verbatim quotations This is to discourage as far as possibl encourage original composition. From the S.S.L.C. the system has been to make words. But we find our boys failing to write in their own words *even from the in* failed to write or speak in the right way. result of this kind of attempt.

There is a belief in some teache 'mugging up' should be abandoned, since i a child. The principle behind this is that as should develop his or her own style, and sl any source. There have been instances wh much disgrace when reading out portions in the open class by the teacher saying tha 'mugged up'. Marks are not given to s bitterly complain that boys learn by hear crime. Many come out of a lower class saying that all their attempts to make the sentences have thoroughly failed. This l atmosphere in the schools, and even t capacity to develop have no chance of know how the idea that reproduction is into the schools, but it is a fact that contempt. (Though there is some mean boys who learn by heart without understa to reproduction, is soon able to write his never fall back on verbatim quotations. recourse to verbatim quotations in the S.

because they were not allowed to reproduce verbatim by the lower class teachers, which alone would have given them control over the language.

Not that original composition is a thing boys should not attempt, but that can be done only when they can successfully reproduce what they hear or read. In any scheme of language acquisition the easier course is to begin with reproduction and to end in original composition.

A language is full of idiosyncrasies which should be tolerated. In every language, idiom and usage are more important than grammar. The only way to master idioms is to memorize every bit of the language and to reproduce it. Certainly understanding the full meaning and significance of words should precede memorizing. To understand, to memorize and to reproduce are the surest ways to learn a language, especially a foreign one. If we want to learn any language, we should hear it spoken by others; read books in that language; speak in the language and write in the language. We should get by heart every bit of it (what Palmer calls 'catenizing') if we want to speak and write in a foreign language, though it may not be necessary if we merely want to read and understand. 'The pupil should memorize all words and expressions printed in thick type; he should repeat them over and over again until he has mastered them completely; that is until he can reproduce them in speech and writing automatically and without effort. Let not the teacher distrust memorizing. The pupil is not cramming when he is learning by heart something that he really understands.' This is found in the introduction of a new series of English readers.[1] Here we find something quite refreshing, and here is more hope for the teacher of the Fourth Class who is terribly disappointed because his boys fail to write in their own words. Let him feel happy, for reproduction is not a crime but a virtue.

How are words and phrases to be learnt if not by memorizing? How are we to get control over idioms if not by reproduction? If the vocabulary of any language should become reproductive the only way is to consciously get it by heart. After constant practice the words will come in our speech and writing quite mechanically.

How to Memorize Words and Phrases

Not in isolation. A word has life only when it performs some function; only when it is used in a sentence. Moreover a

[1] *New Era English Readers*, by M. S. Sundareshwaram and A. S. Venkataraman, edited by H. Champion, B. G. Paul & Co., Madras.

word has its own colour or shade which it acquires when it is in association with other words. Conscious assimilation of words and phrases should be done only when they are in the framework of a sentence. There is much danger in the classroom when teachers merely give the meanings of words and proceed with their lesson. The unfolding of the meaning of a word should be done *as far as possible* by giving a number of sentences in which the word occurs. These should make the meaning clear. This takes us to sentences which every boy has to learn by heart to get a control over words and phrases.

Model Sentences

Mr. Ryburn in his new book, *Suggestions for the Teaching of English*,[1] has fully explained the substitution method in which model sentences play a very prominent part. His new English readers[2] are full of these, and he wants them to be memorized thoroughly: This model sentence may be regarded as a framework, and in place of the different terms in it, other words of the same sort may be substituted, keeping the same construction.' This is the substitution method advocated by Mr. Ryburn.

Here is a portion of a lesson with a model sentence.[3]

> *I get up from my seat.* Rama, get up from your seat. What does Rama do? Rama gets up from his seat. Govind, get up from your seat. What do you do? I get up from my seat. Boys, get up from your seats. What do you do? We get up from our seats.

In this lesson the first sentence is a model sentence which the boys should memorize and reproduce. Take, for instance, a sentence with 'no sooner than' or a sentence with 'not only' and 'but also' or one with 'so' and 'that'—these could be mastered only by getting by heart a number of model sentences. If boys fail in the use of these constructions it is because they have not a thorough grasp of the model sentences.

Getting Passages by Heart

Not merely the model sentences but long passages should be memorized by children of higher forms. This has a direct effect upon their expression. Such a passage will give the boys the force of the language. There is rhythm and melody not only in poetry but also in prose, but this can only be cultivated by memorizing melodious passages. A conscious exertion on the part of students is

[1] Oxford University Press, Rs. 2.

[2] F. L. Brayne and W M. Ryburn, *Village Readers*, Oxford University Press.

[3] *New Era English Readers*, Primer, p. 23.

necessary to write elegantly. In the textbooks some selected paragraphs should be given for this purpose, which will greatly help the students' speaking and writing capacity.

CLASSROOM DRAMAS

Much has been said by educationists about the play way. Play and not the text should be the centre of instruction. The best form of play in a language class is a drama. A drama will help the language skill of a boy since there is so much for him to get by heart. Dramas specially written for children of various grades should be given to the boys. Boys do take a good deal of interest, and teachers will find a marked improvement in speech and pronounciation after the boys have taken part in a number of such dramas. All textbooks should contain some lessons which are fit for stage purposes. After undergoing this process let the teacher give a question asking the boys to answer in their own words, and he will find to his pleasure some really good composition, wherein reproduction has undergone a gradual change to original composition.

T. KRISHNAMOORTHY

SOME QUALITIES OF A GOOD TEACHER

THE writer proposes in this article to touch one of the greatest psychological forces ever discovered by man, and any conscientious teacher who makes use of it in the course of his teaching may expect a perceptible and immediate improvement in the response of his pupils and the quality of their work, and will derive a greater sense of satisfaction from his labours. And, what is strictly to the point, he will find himself advancing in his profession as a successful teacher.

Unfortunately, we teachers are in the habit of expressing ourselves rudely to our pupils, and disapproving bluntly of the answers they make to the questions put to them to test the effect of our teaching, when we find their work distinctly below the mark. Such remarks as 'Very bad', 'You will never learn anything', 'You will remain a dunce all through life', are generally in evidence on such occasions, and these reveal an utter lack of the knowledge of those principles of education which every go-ahead teacher should always keep in mind. These remarks present ideas to the juvenile mind, which, by frequent repetition, firmly take root in the psychological background, and gradually lead the boy to distrust those powers which could have been aroused by means of well-directed approval

and timely encouragement. Many a life has thus been spoilt and ruined by an unscrupulous disregard of the truth of the psychological principle of suggestion, and it is usually due either to the inadequacy of the teacher's educational equipment or to the rigid and confirmed habits which have a deterrent effect upon his attempts to make that principle practical in his teaching.

A little explanation as to how the psychological law works may here be not unwelcome. There are two aspects of the mind—the conscious and the subconscious; the ordinary wideawake mind of the waking state, and the mind that is in activity when the former is rather dormant. The idea presented is suggested by the conscious mind to the subconscious mind, and the latter—which controls the vital functions—accepts and believes it, with the result that it directs confident action towards the fulfilment of the purpose suggested by the idea. Thus the victim of the false idea becomes a confirmed weakling and a consummate do-nothing, almost irreclaimable and with little chance of ever recovering normality. Perhaps the idea thus firmly implanted by the teacher in the pupil's mind has its own reactions upon the teacher, who himself begins to doubt human powers and becomes conscious of his own failings and defects, becomes himself a victim of a false idea, and always feels a stumbling-block in the way of his progress in life.

It would thus appear that an idea presented to the mind not only hurts the boy, but the teacher also. The law is inexorable and the penalty of disregarding it severe. It cannot be otherwise, for the more stringent the law the greater the penalty for its violation. The psychological law is always in motion, whether you believe it or not, and you are regulated accordingly though you may not be conscious of it. The whole field of education is but a working of this psychological law, and its conscious operation becomes a most powerful instrument in the hands of the teacher. It can make his teaching wonderfully successful and bring about the personal betterment both of himself and of his pupils.

Not only are the remarks of the teacher practically operative, but his whole personality is a constant suggestion for good or bad results. The very manner of his speech and actions conveys a corresponding impression to the minds of his pupils, and teaches them, although unconsciously, that that is the right way of life. He develops in his pupils a corresponding personality by his very appearance, speech and action. It should be distinctly remembered that what a teacher appears as, thinks, says and does, will have a very great effect on the lives of his pupils.

Such being the importance of the ideas conveyed by the

teacher to the minds of his pupils by his words and conduct, he has constantly to be on his guard against unpremeditated speech and unthinking conduct, in order to avail himself of the beneficent results of the operation of the psychological law. He must be careful not to make negative and hurtful suggestions, and seek to use positive and beneficent suggestions.

Positive suggestions are suggestions which are definite in their intention and scope and carry ideas of a constructive type, while negative suggestions are destructive. A positive suggestion is an encouragement to personal development, while a negative suggestion denies the possibility that the pupil can ever succeed. Do not say to your pupil, 'You are a very bad boy', but instead say, 'You are on the right road, and with a little effort on your part you will improve wonderfully', 'You are capable of great things if only you will exert yourself', 'That is not a bad attempt, but you need a little guidance', 'You can do better than that', 'You can solve this if you try', 'Your work is showing promise. Persevere', etc.

Such remarks and observations will give pleasure both to yourself and your students, and if you can go the length of indulging in a little imagination, and say that good is being really done, a speedy improvement of the mental capacity of the pupils will indeed result.

The most essential pre-requisites of good and successful teaching are discipline and confidence in the teacher. To ensure the former the teacher has first to discipline himself—to be master of himself and then to be master of his pupils. He has to bring his thought, speech and acts under his own control. In other words, he has to be true to his own self. All the manly qualities—self-confidence, self-esteem, belief in the powers of man, initiative, sincerity, dignity, hope, moral courage—must be cultivated and developed. The only way to cultivate such a personality is to begin at once to practise these qualities in your life.

You would do well to follow this regime:

Repeat the assertion, say, one hundred times: 'I am just becoming a successful teacher.' Accompany this assertion with appropriate action. Remember that the enemy that holds you back is not your lack of qualities that command success, but laziness, sloth, and a tendency to yield to the temptation to seek comfort and ease first. Repeat, 'I can and I will', and see that you act up to the declaration. Manner, speech and action should change at once. The moment you say, 'I can', show by your actions that you are a creature different from the one you were before the assertion, and your life will really undergo a wonderful change.

This being done, the confidence of your pupils will be secure in you, and you will pave the way to successful teaching. The

constant repetition of the assertion, accompanied with action and all the outward signs of success—a steady eye, straight shoulders, an unfaltering voice and a self-reliant and businesslike gait—will develop in you a mental attitude of success which, acting as a self-suggestion for you, will cause you to approach your goal steadily, and will induce the same confidence and self-reliance in your pupils.

L. C. Burman

PUPIL SELF-GOVERNMENT

Pupil self-government should be an essential feature of every good High school. A school may be compared with a civilized nation, in so far as both posit the idea of a governor and the governed, i.e. the idea of subordination. The constitution of a civilized nation can usually make provision for changing a government which is unsatisfactory and thus the governed find some redress; but there seems to be unqualified subjection in the case of a school, because it is most difficult for the students to secure any redress through any legitimate or constitutional means.

The growth of democracy makes it desirable that our students should early be made conscious of their duty to society, and unless a school brings such consciousness it is divorced from real life. Self-government requires self-discipline and self-activity. So it is evident that some sort of pupil self-government must be established in a High school, if it is to become a real preparation for after life.

This self-government may be established in either of the two following ways: First, a few students may be nominated by the headmaster with the help of the members of the staff to represent the headmaster's opinion. Or secondly, representatives may be elected by means of votes (open or by ballot) by the students themselves. Or the headmaster may nominate a few students from the senior classes, from whom the students may elect. The method to be adopted will depend upon the character of the school. If the 'tone' of the school is good, the second method, the most democratic one, may be adopted with the help of the staff.

Now the elected students will form themselves into the 'Pupils' Legislative Assembly' or in the form of a Parliament or of 'the City Courts'. This body, whichever it may be, will be made responsible to a certain extent for the school discipline, management and organization. There will be pupil courts, pupil officials, pupil inspectors, etc These will look after the well-being of the school, and bring offenders to justice. By thus taking part in the actual control of the school, they will begin to realize the difficulties of

the school work, and feel more sympathy towards the school staff and the headmaster. This system will benefit both the school and the students. Students will be made fit for self-government and democracy by self-discipline and practical work, while the 'tone' and 'honour' of the school will be raised. Every student will begin to think that upon his or her honour depends the honour of the school; his or her bad work may besmirch the good name of the school, and the school shield may be tarnished. This is the true spirit of the 'corporate life of a school'. The school is the family.

But, though the headmaster will actually in a good school become the nominal figurehead of a limited monarchy, he must have the power to 'veto' and to 'co-opt', because the students' council will after all have immature minds, and may behave rashly.

Broad principles of school control are laid down by the headmaster, without consulting the Pupils' Legislative Assembly, with the help of the staff, though a good headmaster will call the Legislative Assembly for the discussion of these points. Within the limit of these broad principles, and within a few restrictive orders for the safety of the staff, the Assembly has to work. The headmaster and the staff always guide the Assembly by their wiser and saner experience and judgment.

It is the students who impose punishments upon themselves for the breach of rules. But sometimes in their enthusiasm they impose heavier penalties for faults than they can bear after the 'new' has worn away. So the headmaster and the staff should guide them not to frame such hard rules. *But once rules are framed they must be obeyed.* The number of officials (from among the students) may be increased as need arises, for a free, developing government is better than one controlled by rigid and fixed rules. Here the students' self-activity should be given free play, but the headmaster should be cautious in making reforms, for if they are to last they must be of slow growth.

To conclude, this 'self-government' provides an outlet for the students' activities, prepares them for self-government and democracy through self-discipline and self-activity, and develops in them a sense of responsibility, social consciousness and corporate life. It develops the 'tone' of the school, and school 'discipline' becomes an easy matter.

MAKKHAN LALL SHRIVASTAVA

CORRESPONDENCE

To the Editor, TEACHING

A Scheme for Higher Education through the Medium of Hindi

SIR,—A pamphlet entitled 'A Scheme for Higher Education Through the Medium of Hindi' has recently been published, and the Report of the Proceedings of the Committee appointed to draw up this scheme, is what I desire to comment upon in TEACHING. Those interested enough to wish for details should apply to the Madyabharat Hindi Sahitya Samiti, Indore.

The official inception of the idea of such a scheme is stated in the opening words of the report, as follows: 'In compliance with the letter No. 490 of 18th November, 1932, sent by Miss Indrabai Bhagwat, Assistant Director of School Education, Indore, asking the Samiti whether it could institute some higher examinations in Hindi better than the Sahitya Sammelan examinations, and suggesting that if this be possible then the teachers in the State Vernacular Final Schools will gladly take advantage of them.' This gave prospect of employment for the *alumni* of the Sammelan and a committee drew up the scheme under consideration here.

The aim and object of the scheme is 'Mass Education'. Practically all the evils of India—social, religious, economical, and even political—are due to the ignorance and illiteracy of the masses. The present system is too expensive in time and money for the poor. English education for the few absorbs all departmental resources, and produces a small, discontented, and half-educated middle class, largely unemployed.

Again the report notes that European vernacular literature did not develop till Latin ceased to be the medium of instruction, as English is in India; and, finally, that Hindi literature is largely available, except for science teaching, and that that too will soon come among a people literate in their own tongue.

Further it is remarked that the use of Hindi as a medium of instruction in English schools is no solution, since the cost and time devoted to study will remain unaltered, besides lowering the standard of English there—where it is low enough as it is.

The special merits claimed for a scheme of higher education through Hindi are the following:

(1) Cost of teachers one-fifth to one-third less.

(2) Cost of Hindi books much cheaper.

(3) Time spent will be much less, and so total cost less.
(4) The time will be less because subjects learnt in the mother-tongue are more quickly assimilated, and the time spent in learning English will also be saved.

Its other advantages may be briefly enumerated: It will popularize learning, be more helpful for girls, cheaper, will help indigenous arts, and prepare for political responsibility. Lastly, it will relieve unemployment, by sooner deciding whether a literary or technical training is to be adopted, besides leaving the young man with some capital to start business, whereas it is now spent in prolonged studies in English schools and colleges.

After claiming that Indore is a suitable place for the experiment, and the present time opportune, the report enumerates various openings that this scheme offers to its students. Hindi is said to have been chosen because as far as Mysore and Madras it is becoming the *lingua franca* of India (?)[1]

The practical, executive and administrative sides of the scheme are next developed at length. Throughout English is optional and it alone may be taken for its quasi-M.A. In the first stages a handicraft is compulsory. The Matriculation (*Praveshika*) is followed the next year by the Intermediate (*Visharad*), and that in a year by the B.A. (*Shastri*), and then the M.A. (*Acharya*) after the fourth year.

The details of how the work of teaching is to be carried on include roping in various local schools (e.g. the State School of Art, the Seth Gambhirmal Trust Schools for Craft and Industries, etc.). For literary instruction there is a most competent staff of volunteers to work unsalaried for two years till the scheme is officially recognized by the State.

So far for an outline of the scheme. I would add a few remarks: (*a*) Vernacular Higher Education is undoubtedly a vital need for all countries. (*b*) To take for granted that Hindi is on a fair way to become the vernacular of all India is I fear a case of the wish being father to the thought. (*c*) The idea of making some particular handicraft compulsory is all to the good. (*d*) Whether there would be any demand for an *Acharya* (M.A.) who has spent only four years on the subject I cannot but doubt. I wish I could hope that he would be able to write correcter English than the average university B.A.

I should here like to add that the Directress of Education whose letter gave the movement its official start, remarks that the scheme has too many examinations, and too many subjects for the

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N.B.—Interrogation mark mine.

lower examinations; that the scheme is the same as university education plus a compulsory handicraft, which latter will take from its popularity; and lastly, that the committee has worked on lines different to her original proposal.

The political aspect of the scheme is clear. It is to unite Hindu India. But politics is not a subject for discussion in an educational publication. Even outside the doubtful political advantage I wonder whether Marathas, Gujaratis, Bengalis, etc., would find any non-political benefit from this programme. Similar schemes in other vernacular centres might be of real value.

The weak points of the scheme as I see them are its calling for State help at least to the extent of finding employment for its pupils, and the voluntary basis of its initial teaching staff.

CHAS. A. DOBSON, *Vice-Principal,*
Holkar College, Indore

SIR,—In the outline of the scheme for Higher Education through the medium of Hindi, I was amazed to read the statement that European vernacular literature did not develop till Latin ceased to be the medium of instruction. Anyone acquainted with the facts knows that European vernacular literature did not begin even to bud till, after the Renascence, the schools of Europe began to devote more care and attention to the latinity of their pupils than they had ever devoted before. The sixteenth and seventeenth centuries saw the first flowering of European vernacular literature, and these are the centuries in which every parent who sent his son to a Grammar School insisted on his acquisition of a pure Latin style both spoken and written as the one thing necessary to his academic salvation. Montaigne did good service to vernacular literature, yet even in babyhood he learnt to speak not French but Latin. Years later when the Port-Royal Jansenists began to employ French as the medium of instruction in their great school, their action was noised abroad as a revolution in educational methods. Yet that French vernacular literature had even then established itself in the world of letters, no one will deny. The truth is that till the nineteenth century no importance was given to the study of the vernacular and that it was the study of the matter and the form of the Greek and Latin writers that brought the vernacular literatures of Europe to the birth, and that in all ages of Modern European culture writers have harked back to classical antiquity to open fresh veins of inspiration and that they have never been disappointed in their quest.

H. HAMILL,
Elphinstone College, Bombay.

REVIEWS

The Ushagram Perpetual Star Map. Including subscription to numbers of the *Ushagram School Colony Journal*, giving directions how to locate the constellations and principal stars. Rs. 2.

The director of the Ushagram School Colony at Asansol (Bengal) tells us that this star map has been made by boys from his High school as an extra-curricular activity, and the example is to be recommended. The map consists of a small tin, round which is pasted a paper having the constellations printed upon it, as they are visible in the latitude of Asansol. Over this slides a slotted sheath of paper, which can be adjusted to reveal only that part of the heavens which is visible at any given time. There is too little encouragement of the direct observation of nature in our schools, but with the help of such maps as this astronomy should become a 'live' subject.

A key is supplied with the Star Map, which gives the Latin names of the constellations and their Bengali equivalents.

* * * * *

How to Teach. By BENJAMIN DUMVILLE, M.A. Pp. xii + 244. University Tutorial Press, 3*s.* 6*d.* 1933.

Mr. Dumville shares with Sir John Adams the reputation of being not only one of the most prolific writers on education, but also of being one of the most interesting and inspiring. But where Sir John Adams emphasizes the theory and philosophy of education, Mr. Dumville has always the process of teaching and the classroom in his mind's eye. What Mr. Dumville writes on education is always worthy of the greatest attention by all who are teachers—and most of us are, or think we are, to a greater or lesser degree. He has been a teacher, a successful head-master and a master of method in a training college for teachers, so his opinions are not untested theories but are based on actual practice in schools.

A few months ago appeared *Teaching: Its Nature and Varieties* by the same author. The present book might be considered an introduction to that. *How to Teach* is most valuable for students under training and also for those engaged in more or less casual teaching, such as clergymen, scout-leaders and Sunday school teachers. Even the 'Form' teacher will be made more efficient by a study of this book.

How to Teach gives enlightenment in all forms of teaching and at each stage. It does not deal with the teaching of individual subjects so much as with the process of teaching generally and with its correlated process of learning, though instances in illustration are taken from all subjects.

Mr. Dumville is particularly illuminating on new methods and procedures, and his remarks on 'free' discipline and such schemes as the Dalton plan deserve serious consideration as they are discussed in the light of actual experience. There are too many theorists in education—men who see education from the outside, who assume that all children are alike, who lay down ethical or philosophical principles which are

found unworkable in the classroom and with the pupil. It is well that Mr. Dumville reminds us of the need to examine these theories in practice and modify them where necessary, retaining what is good and discarding what is impracticable. We know of no better book to place in the hands of young teachers whilst even the experienced hand will find in it something illuminating.

* * * * *

This Language-Learning Business. By HAROLD E. PALMER AND H. VERE REDMAN. Pp. 218. Harrap & Co., 6*s*. 1932.

This is a book that will be found indispensable to all concerned with the theories of foreign language teaching and learning; and the library of the training school and college that does not possess it is a library that is incomplete. What is the best and most effective mode of approach to the study of a foreign language, and to the study of English in India? Shall it be approached as speech or as reading? Shall the objective of the school course be ability to read or ability to use the language, or both? These are two of the various questions that are being asked and discussed at the present time, and they and other questions are dealt with thoroughly and exhaustively in this book. It is a book concerned with fundamentals, and the teacher who wishes to be abreast of and to steer a safe course through current controversies, will be well advised to purchase it.

We anticipate that it will become a standard work on the principles and practice of foreign language study, to be quoted alongside the works of Jespersen and Sweet.

* * * * *

Physical Exercises and Games for Girls. By FLORENCE SALZER. Pp. 192. Lucknow Publishing House, cloth, Re. 1-4; paper, As. 12. 1932.

A thoroughly good book of physical education for girls, sound in its aim and practical in its methods. The various exercises are well graded to meet the physical needs of girls between 5 and 15 years of age. They proceed from the simple to the difficult; and thus are calculated to develop in the student the necessary muscular coordinations; and making use of natural actions should maintain the interest of the students throughout. Some indigenous exercises like simple *surya namaskaras* might suitably have been added. The lesson plans are well and scientifically devised, bringing out as they do the play value as well as the corrective value of the exercises. The exercises and games are framed so as to develop in the student physical skill and agility, a healthy spirit of emulation, and the team spirit. The book will be found suitable not only for girls' but for mixed classes.

* * * * *

A Study of English Word-Values. By LAWRENCE FAUCETT and ITSU MAKI. Pp. 252. Oxford University Press for Matsumura Sanshodo, Tokyo, Japan, 3*s*. 6*d*. 1932.

Many teachers have doubtless reserved judgment as to the place and value of word-lists. They ask themselves, for example, whether the word 'about', shown in this book as a word of high frequency and wide range, is the 'about' that occurs in the phrase '(to walk) about the playground', or in 'about a rupee', or in '(to talk) about mathematics'.

They are inclined to argue that while a classified list of words has its validity and usefulness in a language where a word has one connotation, in a language like English where words have many connotations word-lists have at best a strictly limited scope and value. But they will readily admit that the classification of single words is a step in the right direction. This book, before arriving at the final rating of each word, takes into account the well-known Thorndike and Horn lists, which means that it contains a word-list which has been prepared in a most careful and thorough manner. It will be a long time before it is superseded. This book may be recommended to teachers of English and the writers of English readers and textbooks, and also to those educationists who may be contemplating the preparation of word lists of Indian languages.

* * * * *

The Essentials of Teaching. By H. S. PERERA. Pp. xii + 92. Longmans, Green & Co., Ltd., Re. 1-8. 1932.

It is encouraging to find that Mr. Perera, who is Principal of the Training College, Colombo, has at least clarified his own ideas of what teaching should accomplish and the general methods it should adopt. Mr. Perera's book is written in an admirably simple style, and as the writer of the Introduction (Mr. Macrae) points out when technical terms are used they are defined. The author rightly begins with the child. He maintains that there are three 'Laws of Learning:— (1) The unknown must be interpreted in terms of the known; (2) When the learner has reached the limits of his own interpretation, he must acquire further knowledge by explanation; and (3) When the learner acquires knowledge he must apply it. The good teacher will always remember these laws. The author has valuable suggestions to make at all points, and we will only quote here his remarks on the 'Aim of Application': 'Every teacher should be able to make a clear distinction between what is meant by practising exercises and applying knowledge to real situations. Practice means repeating exercises for the sake of gaining accuracy, speech, facility and definiteness. Application means using knowledge as it is used in ordinary life or making practical use of it. . . . It is not sufficient to adopt the attitude that a teacher must content himself either with causing the pupil to memorize knowledge or with drilling him in exercises, leaving him to apply his knowledge, as best he can, in the world around him after he has left school. Application must become a familiar process within the school itself.' We recommend this little book to all teachers who want to understand their profession: it clarifies ideas that are usually only vaguely apprehended.

The Index appears to have been hastily compiled (e.g., no reference to Welton, quoted on p. 76, is given); and we should have liked more accurate references to the books quoted; usually only the author's name or the title of the book is mentioned.

* * * * *

Science and Life. By E. N. da C. ANDRADE AND JULIAN HUXLEY. Pp. viii + 248. Basil Blackwell, 2*s.* 3*d.* 1932.

The book is the second of the series 'An Introduction to Science'. As the authors state in the preface, the book is intended to give a general

outlook of Science and stimulate interest in the subject. The book being written in popular style will be of very great interest and use to teachers of science in Secondary schools in India, who will find very helpful suggestions regarding their teaching the school science and the way in which scientific knowledge can be interwoven with things around us—things that form the very centre of child interest. This book if properly translated in the vernaculars of India will go a great way in spreading elementary, but very useful, ideas about science in general.

* * * * *

Geometry for Senior Schools. By W. JOHNSON. I, pp. 72; II, pp. 68; III, pp. 64. Oxford University Press, 1*s.* each. 1932.

The three books furnish a course of simple practical exercises in geometry and geometrical drawing. A feeble attempt is made at heurism where the pupils are asked to supply a word or two to fill up gaps in statements of inferences. The numbers of letters forming such words are indicated by as many stars.

Stress is laid on careful drawing to lead to reliable inferences and results, and to afford training of the eye and the hand. An attempt is also made to link up practical geometry with handiwork. An introduction to 'Plan and Elevation' and simple projections start opportunities for 'thinking in three dimensions'.

The typography, the diagrams and the general get-up of the series are very attractive.

* * * * *

Exercises in Arithmetic. By R. WALKER. Pp. 296; pp. 328. Harrap & Co., 2*s.* 9*d*; with answers, 3*s.* 6*d.* 1933.

Teachers and students of Arithmetic will welcome this book of exercises. Almost all the questions are simply and directly stated, and their solutions do not involve tiresome manipulative details. The situations from which the problems are made to arise refer to practical *life* and laboratory requirements, and should therefore secure sustained interest.

The suggestion about using ^{u} on top of units figures of multiplicand and multiplier should be accepted with some caution. The beginner cannot afford to lose sight of the decimal point even temporarily in the four rules as applied to decimal fractions.

The arrangement recommended by the author for the setting down of the digits of the multiplicand and the multiplier is giving place to that in which the last digit of the standardized multiplier is entered below the last digit retained in the multiplicand. The author recommends that the divisions should always be reduced to whole numbers in decimal division. Modern practice seems to favour a more universal use of the divisor reduced to standard form.

One would like to see the subject of averages taken up much earlier than where it occurs in the book. Oral exercises are included in chapters that refer to the more fundamental topics in arithmetic.

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